ED 257 933 AA 001 139

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SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $51.00 (Domestic), $70.00 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

ED 257 947 CE 041 534

Computer Maintenance Technology. Suggested Basic Course Outline.

Texas A and M Univ., College Station. Vocational Instructional Services.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 475p.
AVAILABLE FROM- Vocational Instructional Services, Texas A and M University, F.E. Box 182, College Station, TX 77843.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Computer Science; *Computer Science Education; Course Descriptions; Curriculum Guides; Electric Circuits; *Electricity; *Electronics; Entrepreneurship; *Equipment Maintenance; Job Skills; *Microcomputers; *Repair; Safety; Secondary Education; Teaching Methods; Technical Education; Technical Occupations; Vocational Education
IDENTIFIERS- *Troubleshooting

This competency-based basic course outline is designed for a two-year secondary program in computer maintenance technology. The first year is devoted to basic electricity and electronics, the second to the troubleshooting, maintenance, and service of microcomputers. (The repair section is based upon the Apple II computer, disc drive, monitor, and printer.) This outline includes only the basic skills and technical information to be taught and should be supplemented with other complementary and necessary areas of related instruction. Ten major blocks of instruction cover orientation, basic skills, direct current circuits, alternating current circuits, semiconductor theory, digital electronics, electronic systems, electronic circuits, microcomputer repair, and entrepreneurship. Each major block is comprised of two to seven minor blocks, which are composed of 1 to 11 tasks. For each task are provided the aim and a course overview that includes information and task detail (an outline of related knowledge and listing of task detail), suggestions for teaching, and recommended references and aids. A bibliography is followed by information for the vocational industrial teacher on developing a functional course of study. (YLB)

ED 257 961 CE 041 609

Rawls, Willie J.; And Others
Southern Research Conference in Agricultural Education Proceedings. (34th, Mobile, Alabama, March 23-25, 1985).
PUB DATE- Mar 85
NOTE- 278p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Agribusiness; *Agricultural Education; College Graduates; Computer Oriented Programs; *Educational History; *Educational Research; Foreign Countries; Graduate Surveys; Inservice Teacher Education; Job Satisfaction; Job Skills; Mainstreaming; Postsecondary Education; Secondary Education; Student Evaluation; *Teacher Education; *Vocational Education
IDENTIFIERS- New Zealand

These proceedings include presentations that reflect the conference's focus on reporting current research in agricultural education. Twenty-one papers are presented in six general sessions: "Future Research Needs for Improving Vocational Agriculture Teacher Education Programs" (David L. Williams); "Assessment of Competencies Possessed by Students Enrolled in Applied Principles of Agribusiness and Natural Resources Education" (Jimmy Cheek, Max McGhee); "The Effects of Teaching Method or Student Characteristics on Achievement or Attitudes in an Agricultural Computer Programming Course" (Tim Wiggins); "The Effects of Temperature and Protective Clothing upon Student Perceptions of the Mechanics Learning Environment" (Stanley Burke); "Variables Affecting the Achievement of Students Mainstreamed in Vocational Agriculture" (Oscar B. Potter, J. David McCracken); "Louisiana Vocational Agriculture Teachers' Opinions of In-Service Training" (Joe Kotrlik); "Personal, Organizational and Job Factors as Related to Burnout among Extension Agents in Ohio" (O. Chris Igodan, L. H. Newcomb); "Job Satisfaction of Vocational Agriculture Teachers in Louisiana" (Thomas L. Grady); "State and National Officers' Opinions of State Supervision and Teacher Education in Agriculture" (Joe Kotrlik, Mark Lelle); "Vocational Agriculture Entry-Year Teachers' and Entry-Year Assistance Committee Members' Perceptions of the Oklahoma Entry-Year Assistance Program (HB1706)" (Eddy Finley, Jerry Barbee); "An Experimental Study Involving Ninth Grade Vocational Agricultural Students in the Acquisition of Psychomotor Skills in Arc Welding Utilizing the Theory of Distributed Practice (Bob Drake); "Follow-up of College of Agriculture Graduates at Oklahoma State University: 1979-1983" (David Drueckhammer); "Identifying the Most Important People in the History of Agricultural Education in America" (John Crunkilton, William Camp); "Identifying the Most Important Events in the History of Agricultural Education in America" (William Camp, John Crunkilton); "Prosser, Snedden and Conflicts with Agricultural Education; A Historical Perspective" (John Hillison, William Camp); "In-House Computerized Database Searches" (Joe Kotrlik); "Writing Books and Journal Manuscripts" (John Crunkilton); "On Research Methodology: The Cassette Tape as a Data Collection Medium" (Ismail Yahya, Gary E. Moore); "Land-Grant or Nonland-Grant Universities: Which Produces the Best Vocational Agriculture Teacher?" (C. Cyril Asiabaka, Gary E. Moore), "Technical Animal Science Skills Taught in Vocational Agriculture Classes and Possessed by Illinois Agricultural Production Teachers" (Jim Flowers, Ed Osborne); "Agriculture and Horticulture in the Secondary Schools of the Southern Education Region of New Zealand" (Martin B. McMillion). A reaction paper concludes each general session. Other contents include "Summary Remarks and Challenges" (David L. Williams), and evaluation summary, minutes of the business sessions, articles of agreement, and conference program. (YLB)

ED 257 974 CE 041 637

Invest in Experience: New Directions for an Aging Workforce. An Analysis of Issues and Options for Business.

National Alliance of Business, Inc., Washington, D.C.; SRI International, Menlo Park, Calif.

SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
REPORT NO.- ISBN-0-88713-605-2
PUB DATE- 85
NOTE- 31p.
GRANT- 90-AM-0088
AVAILABLE FROM- National Alliance of Business, 1015 15th Street, NW, Washington, DC 20005 (Free to business community).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aging (Individuals); Business Responsibility; Change Strategies; Cooperative Planning; Cooperative Programs; Educational Needs; *Employer Employee Relationship; Employment Opportunities; Employment Patterns; Employment Potential; *Employment Practices; Futures (of Society); Job Training; Labor Force; Needs Assessment; *Older Adults; *Personnel Policy; *Policy Formation; Resources; Retirement; Retraining; Transitional Programs

As demographic changes and new labor supply requirements develop in the years ahead, older workers are sure to become even more important to employers and to society as a whole. To date, most employers have just begun to formulate policies to manage an aging work force in a changing economy. Some firms, however, have begun to respond pragmatically to the realities of an aging society through the development of new policies and innovative programs designed to remove many of the potential barriers to older workers' participation in the labor force. Such firms have begun to work with other corporations and with community organizations to develop alternative work arrangements, provide appropriate benefits and compensation, offer education and training, initiate marketing and placement services, ease the transition to retirement, and encourage new employment opportunities for older workers outside the corporation. To meet the many challenges posed by an aging labor force, business must develop an increased recognition and understanding of the capacity of older persons to participate in the work force and must be willing to respond boldy to new demographic and work force realities. This report: describes practical management objectives for using older workers, outlines key changes underway that make older workers an increasingly important issue for corporations today, analyzes potential barriers to using older workers, reviews specific employer initiatives to promote employment opportunities for older workers, and suggests some broader coprorate strategies regarding older workers. (MN)

ED 257 985 CE 041 650

Ake, Dale; Miller, Juliet

Conduct Staff Development Activities. Module CG B-4 of Category B--Supporting. Competency-Based Career Guidance Modules.

American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- ISBN-0-934425-10-8
PUB DATE- 85
NOTE- 85p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.
AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Guidance; Competence; Competency Based Education; Counselor Training; *Educational Needs; *Educational Planning; Educational Resources; Evaluation Methods; Guidance Personnel; *Guidance Programs; *Inservice Education; Learning Activities; Learning Modules; Postsecondary Education; Program Development; Program Improvement; Resources; *Staff Development

This module on staff development is intended to help guidance personnel in a variety of educational and agency settings to assess staff members' needs and competencies related to program development and provide appropriate learning activities for them. The module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. Patterned after the Performance Based Teacher Education Modules developed at the National Center for Research in Vocational Education, the modules teach competencies for planning, supporting, implementing, operating, and evaluating guidance programs. The module follows a standard format that includes the following components: (1) an introduction that gives the user an overview of the purposes and content of the module; (2) a section that provides information about the module goal and a list of the competencies covered in the module; (3) a reading containing information on each of the competencies; (4) learning experiences consisting of an individual activity, individual feedback, and a group activity; (5) evaluation techniques that can be used to measure what workshop participants need prior to training and what they have accomplished through training; and (6) an annotated list of resources. (KC)

ED 257 996 CE 041 661

Stenton, Bobbie; And Others
Conduct Placement and Referral Program Activities. Module CG C-10 of Category C--Implementing. Competency-Based Career Guidance Modules.
American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- ISBN-0-934425-22-1
PUB DATE- 85
NOTE- 72p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.
AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Career Education; *Career Guidance; *Competency Based Education; Counselor Evaluation; *Counselor Training; *Guidance Personnel; Guidance Programs; Individualized Instruction; *Job Placement; Job Skills; Learning Activities; Learning Modules; Needs Assessment; Postsecondary Education; Program Development; Program Implementation; *Referral

This module, one in a series of competency-based guidance program training packages, focuses on specific professional and paraprofessional competencies of guidance personnel. Modules in Category C suggest how to conduct, accomplish, or carry out selected career guidance program activities. The purpose of this module is to help career guidance personnel improve skills to establish and maintain a job placement/referral program that satisfies the needs of their clients. It begins with a section that presents the module goal and a listing of the seven competency statements. An introduction gives an overview of the purpose and content of the module. The next section presents a reading (cognitive information) on each one of the competencies. Learning experiences related to the needed competencies follow. One learning experience exists for each competency (or cluster of competencies), and each may stand on its own. Each learning experience consists of an individual activity, individual feedback, and group activity. An evaluation section contains a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. A final section lists all references and provides annotations of related major resources. (YLB)

Erickson, Richard G.
Evaluate Guidance Activities. Module CG E-1 of Category E--Evaluating. Competency-Based Career Guidance Modules.
American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- ISBN-0-934425-36-1
PUB DATE- 85
NOTE- 82p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.
AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Counseling; *Career Guidance; Check Lists; Competency Based Education; Counseling Objectives; Counselor Role; Counselor Training; Data Analysis; *Data Collection; *Evaluation Criteria; *Evaluation Methods; Guidance Personnel; *Guidance Programs; Inservice Education; Learning Activities; Learning Modules; Lesson Plans; Paraprofessional Personnel; Postsecondary Education; *Program Evaluation; Questionnaires; School Counseling; Self Evaluation (Individuals); Test Selection

This learning module, one in a series of competency-based guidance program training packages focusing upon professional and paraprofessional competencies of guidance personnel, deals with evaluating guidance activities. Addressed in the module are the following topics: writing evaluation questions, preparing an evaluation plan, selecting evaluation strategies and instruments, collecting and analyzing data, and evaluating an evaluation. The module consists of readings and learning experiences covering these five topics. Each learning experience contains some or all of the following: an overview, a competency statement, a learning objective, one or more individual learning activities, an individual feedback exercise, one or more group activities, one or more handouts, and a facilitator's outline for use in directing the group activities. Concluding the module are a participant self-assessment questionnaire, a trainer's assessment questionnaire, a checklist of performance indicators, a list of references, and an annotated list of suggested additional resources. (MN)

ED 258 020 CE 041 695

Traylor, Charles R.
Plumber's Helper. Coordinator's Guide. Individualized Study Guide.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 85
NOTE- 109p.
AVAILABLE FROM- Occupational Curriculum Laboratory, Center for Vocational Education, East Texas State University, Commerce, TX 75428 (Order No. TI-275-TG).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Building Trades; Competency Based Education; *Cooperative Education; Fire Protection; Individualized Instruction; Learning Activities; *Plumbing; Safety; Secondary Education; Study Guides; Teaching Methods; Tests; *Trade and Industrial Education

This individualized, competency-based study guide is designed to assist teacher-coordinators supervising cooperative education programs for plumber's helpers in providing students with general information for immediate reinforcement on the job and developing an understanding of the job prior to employment. A progress chart is provided to allow the instructor to pinpoint student progress. Contents include study guide objectives, suggested teaching procedures for the coordinator, answers to assignment sheets, answers to test, eight information sheets, and eight assignment sheets. Topics covered are occupational introduction; safety; tool and equipment safety; fire safety; steel and copper pipe and fittings; plastic pipe and fittings; drain, waste, and vent lines; and fixtures and valves. An eight-part test is provided at the end of the study guide. (YLB)

ED 258 035 CE 041 763

Antenna Construction and Propagation of Radio Waves.

Marine Corps Inst., Washington, DC.

REPORT NO.- MCI-25.15g
PUB DATE- 5 Dec 84
NOTE- 173p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Continuing Education; *Correspondence Study; Course Descriptions; *Electronic Equipment; Individualized Instruction; Learning Activities; Military Training; *Radio; Site Selection; Study Guides; Technical Education
IDENTIFIERS- *Antennas; *Radio Operators; Radio Waves

Developed as part of the Marine Corps Institute (MCI) correspondence training program, this course on antenna construction and propagation of radio waves is designed to provide communicators with instructions in the selection and/or construction of the proper antenna(s) for use with current field radio equipment. Introductory materials include specific information for MCI students, a course introduction, and a study guide (guidelines to complete the course). The 11-hour course contains four study units. Each study unit begins with a general objective. The study units are divided into numbered work units, each presenting one or more specific objectives. Contents of a work unit include a text and study questions/exercises. Answer keys are found at the end of each study unit. At the end of the course is a review lesson. Topics covered in the study units include radio communications, propagation of radio waves, antennas, and site selection and antenna grounding. Appendixes include discussions of field expedient construction and Electromagnetic Compatibility Analysis Center capabilities and services. (YLB)

ED 258 052 CG 018 254

Wright, David W.; Price, Sharon J.
Child Support Payment: A Structural Model of Predictive Variables.
SPONS. AGENCY- Georgia Univ., Athens.
PUB DATE- Oct 84
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council on Family Relations (San Francisco, CA, October 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; *Attachment Behavior; *Compliance (Legal); *Divorce; *Family Involvement; Financial Support; Interpersonal Relationship; Parent Responsibility; Predictor Variables; *Spouses
IDENTIFIERS- *Child Support

A major area of concern in divorced families is compliance with child support payments. Aspects of the former spouse relationship that are predictive of compliance with court-ordered payment of child support were investigated in a sample of 58 divorced persons all of whom either paid or received child support. Structured interviews and questionnaires were used to collect data on attachment, co-parental communication, perception of dyadic satisfaction during marriage, demographic information, payment of support, preferred relationship with former spouse, and interpersonal relationship of former spouses. A covariance structure model consisting of two exogenous latent variables (attachment, desired involvement with former spouse) predicting one endogenous latent variable (compliance), was developed and tested. The results indicated that attachment to one's former spouse was a significant positive predictor of compliance. Desired involvement with one's former spouse was also a positive predictor, but was not statistically significant. (NRB)

ED 258 066 CG 018 268

Stephens, William N.

Case Studies of Altruistic Persons: AERA Roundtable.

PUB DATE- Apr 85
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adults; *Altruism; Case Studies; Childhood Interests; *Etiology; Family Relationship; Helping Relationship; Humanitarianism; Individual Development; Prosocial Behavior; Psychological Patterns; *Volunteers
IDENTIFIERS- *Lives of Service (Research)

This document presents information from a body of research called Lives of Service, a collection of case studies of 32 altruistic adults. It begins with a review of the research on altruism, service orientation, giving, helpfulness, social responsibility, and voluntarism. Research on altruism in psychology and in other disciplines is included, along with studies of altruistic children and adolescents. Anthropological observations of altruism among children in primitive cultures are discussed, and research on birth order and altruism in large families is examined. The Lives of Service sample is described and the influence on altruism of childhood work, family helping, caring for younger children, teenage office holding, volunteer work, and church involvement is briefly examined. The overall adult life-situation, kinds of altruistic activity, varieties of altruistic careers, and community-organizational volunteer work are described. Two case histories are presented to illustrate modes of giving, and to demonstrate antecedents of altruism. New causes and antecedents suggested by the Lives of Service case histories are discussed. Finally, the community organization of volunteer work is considered, incentives other than altruism for volunteering are examined, altruism on-the-job is described, and strategic problems which altruistic persons can encounter are discussed. (NRB)

ED 258 080 CG 018 282

Youth and the Justice System: Can We Intervene Earlier? Hearing before the Select Committee on Children, Youth, and Families. House of Respresentatives, Ninety-Eighth Congress, Second Session. (New Orleans, Louisiana).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 18 May 84

NOTE- 214p.; Portions of the document contain small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adolescents; *Delinquency; Delinquency Causes; *Delinquent Rehabilitation; Family Problems; Hearings; Identification; *Juvenile Courts; Parent Education; *Youth Problems

IDENTIFIERS- Congress 98th; *Juvenile Justice System

This document contains testimony and prepared statements from the Congressional hearing held to examine youth and the justice system. Factors which might lead to behavior problems among the young are identified and ways to ameliorate those conditions and prevent delinquency and incarceration of youths are considered. Witnesses include two juvenile judges from New Orleans who have had extensive experience addressing the needs of troubled youths; two young people who discuss their own experiences with the justice system; three people, including a former delinquent, who have created and directed innovative programs to divert troubled young people from delinquent patterns; and two researchers who have examined handicapping conditions, such as learning disabilities and emotional problems, that often characterize youths in correctional facilities. Individual situations, factors which lead to delinquency, and programs intended to rehabilitate delinquents are discussed by witnesses. The need for government support for child advocacy programs is stressed, along with the need for early detection of family problems which may lead to delinquency, and early intervention when such problems are found. The importance of the family is emphasized by all witnesses, and the benefits of various parent training programs are discussed. Cultural variables and special problems faced by Black and Hispanic families are considered. (NRB)

ED 258 094 CG 018 296

Fine, Andrea
Evaluation of the Discipline Helpline.
Temple Univ., Philadelphia, Pa. National Center for the Study of Corporal Punishment and Alternatives in the Schools.
PUB DATE- 19 Apr 84
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (16th, Philadelphia, PA, April 18-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Effectiveness; Counseling Services; Counselor Evaluation; *Discipline; Helping Relationship; *Hotlines (Public); Information Needs; Parenting Skills; *Parents; *Participant Satisfaction; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *Discipline Helpline

The National Center for the Study of Corporal Punishment and Alternatives in the Schools established the Discipline Helpline to guide parents in handling specific discipline problems. To evaluate the telephone counseling service, 63 persons who had contacted the Helpline for assistance with specific discipline problems completed the Helpline Effectiveness Rating Scale, a ten-item scale focusing on the effectiveness of the counselor, the process involved, and the usefulness of the service. The results from this participant evaluation indicated that over 90 percent of respondents felt the counselors were empathetic and 89 percent understood the suggestions presented to them by the counselors. These findings support the counselors' effectiveness in establishing rapport with the callers. The majority of respondents (88.3 percent) considered the Discipline Helpline a useful service; 92 percent reported that they would call the Helpline in the future. These results suggest that telephone counseling can provide inexpensive yet high-quality guidance in helping parents learn to discipline. (NRB)

ED 258 108 CG 018 311

Caro, Francis G.; Blank, Arthur E.

Burden Experienced by Informal Providers of Home Care for the Elderly.

Community Service Society of New York, N.Y.

SPONS. AGENCY- Health Care Financing Administration (DHHS), Washington, DC.
PUB DATE- Nov 84
NOTE- 26p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
GRANT- HCFA-P-97462/2-01
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Disabilities; *Family Involvement; Health Services; *Helping Relationship; *Homebound; *Home Programs; *Older Adults; *Place of Residence
IDENTIFIERS- *Caregivers; New York (New York)

Research has found that approximately 80 percent of the care received by elderly people living at home is provided by family members. Although assistance provided by informal supports can be important in sustaining the functionally disabled elderly at home, caregiving can have important negative effects on the informal providers. To examine the relationship between informal caregiving and burden in a service-rich environment, the experiences of 1,068 functionally disabled older persons in New York City were studied for one year. Information was obtained on their living arrangements, on the nature and extent of their functional disabilities, and on the sources and extent of help they received. Data were collected from 422 informal caregivers on both caregiving effort and burden. Three aspects of burden were measured: employment, finances, and restrictions on personal life. Results showed major differences between caregivers living with the disabled older person and those living elswhere, both in intensity of reported help and burden. Caregivers living apart from the disabled older person offered about the same amount of help as those living with the disabled person. Increased help was associated with burden only for caregivers living with the impaired person. These results suggest a need for stronger service supports for informal caregivers living with those whom they help. (KGB)

ED 258 122 CG 018 325

Hollis, Thomas G.

Subject Preference Regarding Three Psychotherapy Orientations.

PUB DATE- Mar 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (31st, Atlanta, GA, March 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; *Client Characteristics (Human Services); College Students; Community Colleges; *Counseling Theories; Counselor Characteristics; *Counselor Client Relationship; *Psychotherapy; Rational Emotive Therapy; Therapists
IDENTIFIERS- *Client Attitudes; Client Centered Therapy

Research has shown that therapy preference affects both the quality of the initial therapy session and treatment outcome. To determine personality characteristics which would affect subjects' preference of therapeutic orientation and to obtain qualitative information about subjects' therapy preferences, 203 community college students indicated their preference for Behavior Therapy, Client-Centered Therapy, or Rational-Emotive Therapy, after viewing them on video tapes. Subjects also completed the 16 Personality Factor Questionnaire and the Rotter Locus of Control scale, and gave reasons for their preferences. Results showed 46% of the subjects chose Rational-Emotive Therapy, 34% Behavior Therapy, and 20% Client-Centered Therapy. The most common qualitative responses among the groups related to satisfaction with the client-therapist interaction and the process of resolving the client's problem; each group clearly wanted different degrees and different types of input from the therapist. The findings suggest that some attempt should be made to ascertain clients' therapy preferences since they will influence the therapeutic relationship. (MCF)

ED 258 137 CS 008 037

Peeck, Joan
Effects of Mismatched Pictures on Retention of Illustrated Prose.
PUB DATE- 85
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Context Clues; Grade 5; *Illustrations; Intermediate Grades; Reader Response; *Reading Comprehension; Reading Processes; *Reading Research; *Retention (Psychology); Visual Perception

A study was conducted to test the findings of two earlier studies (Peeck 1974 and Pressley 1983) on the effects of occasional mismatches between verbal and pictorial content in children's retention of illustrated prose. While the Peeck study indicated a considerable impact of mismatched pictures, the Pressley study indicated that with some procedural changes in the design of mismatched picture-experimentation, no reduction of children's retention of prose will occur. In the present study, subjects (53 fifth grade children) were assigned to one of four conditions defined by the presence or absence of illustrations. The text was a 19-page story with 37 illustrations. Subjects were told to select the alternative corresponding to the text each time they came across a question dealing with a mismatched illustration. Retention was measured either by a multiple-choice test or by cued recall. Results suggest substantial effects of mismatched pictures, especially when retention is assessed after a delay. Effects are due to the forgetting of initially detected inconsistencies, confusion of the origin (verbal or pictorial) of retained information, and an increased tendency to respond with information provided by pictures rather than by text. (EL)

ED 258 152 CS 008 061

Preston, Fannie Wiley; Ellis, DiAnn
Cross-Age Tutoring with Wordless Picture Books.
PUB DATE- Nov 83
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; *Cross Age Teaching; Elementary Education; Grade 1; Grade 5; *Language Acquisition; *Oral Language; *Picture Books; Prereading Experience; Reading Instruction; Reading Materials; Reading Programs; *Reading Readiness; Reading Skills

The goals of a cross-age tutoring program involving first and fifth graders were to stimulate oral language development in first graders and to help them read for meaning. The fifth grade students worked with the younger students on a one-to-one basis to stimulate language development and to encourage the academic growth in other skills necessary for beginning reading. Wordless picture books were used to help develop the cognitive and affective skills important for beginning readers, such as sequencing, predicting, developing vocabulary, determining cause and effect, expanding sentences, identifying pattern repetition, determining main ideas, and making judgments. The educational benefits of the program and the value of one particular type of wordless picture may be understood within the framework of the five essential ingredients for program success: knowledge and planning, selection of appropriate materials, training, on-going monitoring and support, and evaluation. (EL)

ED 258 169 CS 208 759

McVitty, Walter, Ed.
Children and Learning: Some Aspects and Issues.
Primary English Teaching Association, Rozelle (Australia).
REPORT NO.- ISBN-0-909955-53-0
PUB DATE- Oct 84
NOTE- 126p.; Photographs may not reproduce well.
AVAILABLE FROM- Primary English Teaching Association, P.O. Box 167, Rozelle, New South Wales 2039, Australia (In Australian dollars: $8.50 member; $10.25 nonmember).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Development; *Children; Databases; Educationally Disadvantaged; Elementary Education; *Language Arts; *Learning Processes; Literacy; Mass Media; Nonprint Media; Reading Materials; Slow Learners; Spelling; Television; Writing Processes; Writing Skills

A collection of articles showing the role played by the Australian Primary English Teaching Association in contributing to the quality of educational thought, this publication is intended to stimulate and challenge discussion on a wide range of educational ideas and issues. The first part deals with half-truths about learning, learning in school, assumptions and theory underlying educational practice, the role of the arts in child development, and the education of the intellectually handicapped child. The second part covers beginning literacy learning; teacher assistance for children who are learning how to spell; infants' (children's) reading books; the teaching of punctuation, spelling, and grammar skills as part of the writing process; help in teaching the writing process; and the procedures of learning. The third part focuses on the following topics: children learning through the media, learning through databases, and learning from television. (EL)

ED 258 185 CS 208 887

Congleton, Donna McKinley
Development and Validation of a Scale to Measure Metaphoric Complexity.
PUB DATE- 82.
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Literature; *Content Analysis; *Difficulty Level; English Curriculum; Figurative Language; *Interrater Reliability; *Measurement Techniques; *Metaphors; *Readability; Reading Material Selection

A scale was developed and tested to measure metaphoric complexity in order to aid teachers in the selection and sequencing of young adult (YA) novels in the English curriculum. The development and testing of the scale involved two stages: (1) the development of a questionnaire to determine if differences in the metaphoric complexity of examples selected from YA novels were perceived by college educated readers, and (2) the testing of instrument reliability and the development of the metaphoric complexity scale from the responses of nine judges. Subsequently, three raters assessed the metaphoric complexity of 30 YA novels based on a scoring of five 250 word passages from each text. The grade levels of the novels were assessed on the basis of the Fry Readability Graph, and the two scores compared by a Spearman coefficient of correlation. The correlation was of low magnitude and not significant. Analysis of these data showed that, among the three raters, there was a high consistency in the application of metaphoric terminology, in the numerical values assigned individual occurrences of metaphoric language, and in the total metaphoric complexity estimates of the novels. (Author/HOD)

ED 258 200 CS 208 954

Beasley, Maurine H.; Belgrade, Paul

Eleanor Roosevelt: First Lady as Radio Pioneer.

PUB DATE- Aug 85
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Broadcast Industry; *Employed Women; *Females; Journalism; *News Reporting; Press Opinion; Programing (Broadcast); Public Opinion; *Radio; *Sex Role; Social History; Social Values; United States History
IDENTIFIERS- *Broadcast Journalism; Journalism History; *Roosevelt (Eleanor); Women Journalists

Eleanor Roosevelt's commercial radio broadcasts during her White House years (1933-1945) were significant for three reasons. First, she was one of the few women who performed as a news commentator during this period. Her ability to pursue such a career owed much to her position as First Lady and represented the merging of the roles of celebrity and broadcast journalist early in radio history. Second, although Mrs. Roosevelt's lucrative radio contracts posed ethical questions, her work also raised societal consciousness concerning the right of women to have careers and be well-paid for their work. This issue was especially germane to the male-dominated radio industry, which considered women inferior as on-air broadcasters. Third, as Mrs. Roosevelt's radio career developed, the content of her broadcasts became both more substantive and partisan. Ironically, Mrs. Roosevelt's sex and charitable donations limited criticism of her radio commentary. Thus she was able to carve out a successful career in commerical broadcasting, since her position somewhat insulated her from attacks. (Author/HOD)

ED 258 215 CS 208 987

Sullivan, Ralda M.

A Matter of Chemical Engineering (On Teaching an Intensive Course in Technical Communication for Undergraduates).

PUB DATE- Mar 85

NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Chemical Engineering; Cognitive Processes; English (Second Language); Higher Education; *Technical Writing; *Writing Instruction

Because the ability to write reports and make oral presentations is crucial to success, the Department of Chemical Engineering at the University of California (Berkeley) has set up an in-house, required course that is given every semester to about 60 students. Divided into three sections, one of which is for non-native speakers of English, the course is graded on a pass/not pass basis, and the only route to exemption is a tough exam that only about 2 percent of the students pass. Activities are organized around three concepts. First, a professional context is developed. Next, change is fostered by interlocking assignments. Third, students take responsibility for their own verbal development. The teacher is the manager of course material for each student and for the group, modifying the context to facilitate each student's development. As in all communication situations, there must be an observing, responding, and shaping of intelligence. (DF)

ED 258 231 CS 209 017

Sanford, Elizabeth
Discovering Revision.
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Observation Techniques; Cognitive Processes; Discovery Processes; Grade 4; Intermediate Grades; *Revision (Written Composition); *Writing Evaluation; *Writing Instruction

A teacher experimented with her fourth grade students in order to determine how much revision took place in their writing. Originally, the teacher had been dissatisfied with the way she taught writing. Children wrote stories; she graded them. Then she began seriously examining the revision process as she observed it in her classroom. Students were given an assignment and told to revise it. Various approaches to teaching revision skills were utilized. The teacher made entries in a log to record students' development. Although at first it did not appear that students were implementing the skills, upon closer inspection it became apparent that there was much more revision occurring than the teacher had originally believed. As the months passed, the class continued to work on writing and became more conscious of revision in their writing. Finally, a set of guidelines emerged, including asking students about their choices, allowing students access to each other as they write, and letting students know they will have the opportunity to revise. (Samples of the writing and revising of one of the students are included.) (DF)

ED 258 247 CS 209 045

Lee, Chin-Chuan

The Partisan Press in Hong Kong: Between British Colonial Rule and Chinese Politics.

PUB DATE- Aug 85
NOTE- 44p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese Culture; Colonialism; Economic Factors; Foreign Countries; *Freedom of Speech; Journalism; News Media; *Newspapers; Political Influences; *Press Opinion; *Social Change; Social History; *Social Influences
IDENTIFIERS- *China; *Hong Kong

The aim of this paper is to provide a socio-historical perspective on the continuity and change of the Chinese press in Hong Kong. Divided into four sections, the paper examines (1) the partisan press structure as a microcosm of China's interparty struggle; (2) the rise of the market-oriented centrist press since 1970 as a result of Hong Kong's economic growth and autonomy; (3) the causes and consequences, and possibilities and constraints of press freedom under British colonial rule; and (4) the erosion of the rightist press as juxtaposed with Hong Kong's prospective return to China in 1997. (Author/HOD)

ED 258 263 CS 209 068

Olasky, Marvin N.
How the "Public Relations Journal" Responds to Criticism of Public Relations Ethics: A Qualitative Approach.
PUB DATE- 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Content Analysis; *Ethics; *Journalism; Media Research; *Organizational Communication; Professional Associations; Public Opinion; *Public Relations; *Scholarly Journals
IDENTIFIERS- *Public Relations Journal

A quantitative analysis of 40 years of articles appearing in the "Public Relations Journal" was made to determine how the journal has responded to ethical criticism of public relations over the years. While 17% of the articles during one eight-year period discussed questions touching on ethics in some way, quantitative analytical tools did not indicate the direction or depth of coverage. A qualitative analysis showed three periods in what could be called the "why-to" history of the journal. Discussion of ethnics during the first two periods--from 1945 to 1960 and 1961 to 1975--began with defense of public relations practices and mounted to criticism, but ended with debate cut off just as key ethical questions were raised. The third period, which began in 1976, has so far had less published criticism of public relations ethics, and more "PR" for "PR." Although public relations leaders point to the quantity of journal articles on ethics as a sign that criticisms are being taken seriously, qualitative analysis shows the superficiality of all but a few articles. Essential issues have been ignored, and little interest in examining basic questions is evident among leaders of the field. (HOD)

ED 258 278 4 CS 209 128

Thorson, Esther; Friestad, Marian
Recall, Recognition, and Ad Preference as a Function of 18 Properties of TV Commercials.
PUB DATE- Aug 85
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985). Small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; Affective Measures; College Students; *Content Analysis; Higher Education; Language Usage; Organization; *Recall (Psychology); Student Reaction; *Television Commercials; *Television Research; *Television Viewing; Visual Stimuli
IDENTIFIERS- *Audience Response

A study used 18 television commericals, selected as representative of a variety of executional styles and products, and generated scores for each of them on 18 dimensions of structural variation. In addition, a multivariate analysis was used to examine the relations both among the dimensions and between these dimensions and some common measures of viewer response to commercials (recalling, recognizing, and liking). The 18 variables were organized into four classes: (1) those that measured language structure, (2) those that measured the integration of information in commercials, (3) visual measures of package emphasis and the number of scenes, and (4) measures of the presence of affective or emotional stimuli. Findings showed that the stimulus variables did cluster into factors, demonstrating that selection of commercials as exemplars on one stimulus dimension can easily bring about confounding with other dimensions. Five pages of references are included. (HOD)

ED 258 294 CS 504 946

Ewbank, Henry L., Ed.
Free Speech Yearbook 1984. Volume 23.
Speech Communication Association, Annandale, Va. Commission on Freedom of Speech.
PUB DATE- 85
NOTE- 159p.; Document contains small, light type.
AVAILABLE FROM- Speech Communication Association, 5105 Blacklick Rd., Suite E, Annandale, VA 22003 ($7.00, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Censorship; *Court Litigation; Employees; *Freedom of Speech; Legal Problems; Pornography; Publications; *Speech Communication
IDENTIFIERS- Areopagitica; Federal Election Campaign Act; *First Amendment; Massachusetts Bay Colony; Milton (John); Plato; *Supreme Court

A collection of 12 articles, this yearbook focuses on freedom of speech and censorship. The topics covered include (1) common law tort and contract erosion of the at will rule, (2) the Supreme Court and the First Amendment in 1983-1984, (3) a phenomenological analysis of the First Amendment and the issue of obscenity, (4) John Milton's attack on prior restraint in "Areopagitica," (5) the information society as a new threat to freedom of speech, (6) Plato and the totalitarian state, (7) the rationale and development of an employee rights scale, (8) the Massachusetts Bay Colony and its problems with convenant and rhetorical deviance, (9) the regulation of pornography in the new media, (10) perspectives on pornography and free speech, (11) x-rated political broadcasting, and (12) freedom of speech and the Federal Election Campaign Act. (EL)

ED 258 309 CS 504 967

Kane, Pat
A TV News Approach to Oral Communication.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 55p.; TRIP: Theory & Research into Practice Series.
CONTRACT- 400-83-0025
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Suite E, Annandale, VA 22003 ($5.00; 10% discount for members).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Higher Education; *News Reporting; News Writing; Programing (Broadcast); *Speech Communication; *Speech Curriculum; *Television; *Workshops
IDENTIFIERS- Broadcast Journalism

The goal of the studio-workshop approach proposed in this booklet for speech communication instructors is to revitalize the ancient study of rhetoric by incorporating modern principles of behavioral science, informal information exchange, and mass media into the oral communication curriculum. The first section discusses communication theories and broadcast journalism as a model for public communication. The second half presents exercises to help sharpen communication skills and get students acquainted with one another. A semester syllabus for a television news approach to the oral communication studio-workshop is then presented, followed by the seven units of the course, which cover the advertisement, the news story, the editorial, the interview, the feature report, the critical review, and the network news telecast. (EL)

ED 258 324 EA 017 779

Bettker, Dean F.
50 Steps You and Your School District Can Do to Help Single Parent Families.
PUB DATE- 8 Mar 85
NOTE- 5p.; Paper presented at the Annual Meeting of the American Association of School Administrators (117th, Dallas, TX, March 8-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Strategies; Elementary Secondary Education; Family Attitudes; Family Involvement; *Family Programs; Family School Relationship; *One Parent Family; Parent Materials; Parent Participation

Fifty strategies developed and used over the past 20 years in school districts throughout New York and California for meeting the needs of single parent families are identified in this brief listing. A single descriptive line is devoted to each of the strategies, which are grouped into seven categories: curriculum/instruction, general, parent group, personnel/staff, public relations, special programs, and support services/attendance guidance. (PGD)

ED 257 934 CE 039 116

Innovations in Continuing Education. 1981 Award-Winning New Programs.

American Coll. Testing Program, Iowa City, Iowa.; National Univ. Continuing Education Association, Washington, DC.

PUB DATE- 81
NOTE- 60p.; For related documents, see ED 147 575, ED 173 566, ED 189 292, ED 237 816, and CE 039 117.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Students; Business Administration; *Continuing Education; Demonstration Programs; Drug Abuse; *Drug Education; Educational Improvement; *Educational Innovation; *Fine Arts; Higher Education; Instructional Improvement; Instructional Innovation; *Management Development; Noncredit Courses; Nontraditional Education; Postsecondary Education; Program Descriptions; *School Counseling; Small Businesses

Descriptions are provided of the six programs selected as award-winning innovations on the basis of universal application and potential for greatest impact for the improvement of continuing education. Each description contains this information: program name, name of principal person, name and institution to whom award would be made, source of funding, cost of program, number of participants in program, program objectives, and a narrative description/outline of the project. Winners in the category, Instructional Programs, are Medication and You: Drug Utilization among the Elderly, University of Wisconsin--Extension; An Integrated Program of Noncredit Lecture/Discussion Series in the Arts, University of Illinois at Urbana--Champaign; and Music for Senior Adults (honorable mention), University of Kentucky. The winner in the category, Student Services and Counseling, is Student Advisor Program (honorable mention), University of Maryland. In the category, Administration/Organization, the winner is The University of Wisconsin Small Business Development Center: A Model for Merged University Systems, University of Wisconsin--Extension. The winner of the final category, which may include combinations of the above categories, is Substance Abuse Education through Theatre, University of South Carolina. (YLB)

ED 258 021 CE 041 696

Barnes, Bill

Bricklayer's Helper. Coordinator's Guide. Individualized Study Guide.

East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 85
NOTE- 90p.
AVAILABLE FROM- Occupational Curriculum Laboratory, Center for Vocational Education, East Texas State University, Commerce, TX 75428 (Order No. TI-272-TG).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Bricklaying; *Building Trades; Competency Based Education; Construction Materials; *Cooperative Education; Individualized Instruction; Learning Activities; Masonry; Safety; Secondary Education; Study Guides; Teaching Methods; Tests; *Trade and Industrial Education

This individualized, competency-based study guide is designed to assist teacher-coordinators supervising cooperative education programs for bricklayer's helpers in providing students with general information for immediate reinforcement on the job and developing an understanding of the job prior to employment. A progress chart is provided to allow the instructor to pinpoint student progress. Contents include study guide objectives, suggested teaching procedures for the coordinator, answers to assignment sheets, answers to test, 9 information sheets, and 10 assignment sheets. Topics covered are introduction to bricklaying, safety on the job, masonry tools, materials, mortar preparation, wall construction, cleanup, cleaning block, and mortar joint repair. A seven-part test is provided at the end of the study guide. (YLB)

ED 258 036 CE 041 765

Basic Warehousing.
Marine Corps Inst., Washington, DC.
REPORT NO.- MCI-30.1k
PUB DATE- 15 Mar 84
NOTE- 113p.; Photographs and some figures will not reproduce clearly. For a related document, see CE 041 766.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Continuing Education; *Correspondence Study; Course Descriptions; Equipment Storage; Individualized Instruction; Learning Activities; Military Training; *Preservation; *Storage; Study Guides; *Supplies; Trade and Industrial Education; *Warehouses

Developed as part of the Marine Corps Institute (MCI) correspondence training program, this course on basic warehousing is designed to provide Marines with Military Occupation Speciality 3051 in the rank of private through corporal with instruction in those basic principles, methods, and procedures that can be applied to any warehousing or storage operation. It is adaptable for nonmilitary instruction. Introductory materials include specific information for MCI students and a study guide (guidelines to complete the course). The 14-hour course consists of four study units. Each unit contains a text and a lesson sheet that details the study assignment and sets forth the lesson objective. A written assignment is also provided. Topics covered in the lessons include introduction to storage, stock location and materials handling procedures, preservation and packing procedures, and field warehousing and storage operations. (YLB)

ED 258 067 CG 018 269

Gottfredson, Gary D.
An Empirical Classification of Occupations Based on Job Analysis Data: Development and Applications.
PUB DATE- Aug 84
NOTE- 37p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Guidance; Classification; *Education Work Relationship; *Employment Potential; Employment Qualifications; Job Analysis; *Occupational Clusters; *Occupational Information
IDENTIFIERS- Dictionary of Occupational Titles; *Holland Theory of Occupational Choice

This paper briefly describes the development of a comprehensive dictionary of Holland occupational codes and other information for each of the 12,099 occupations defined in the government publication "Dictionary of Occupational Titles" (DOT). This classification was created by using 189 occupations with firmly established Holland classifications. Job analysis data from these construction-sample occupations were used together with multiple discriminant analysis to develop equations estimating the probability that an occupation belongs to one of the six Holland groups. These equations were successful in classifying 88 percent of the construction-sample occupations to the Holland category to which they belong. The comprehensive classification provides extensive coverage of moderate and low level occupations, and makes available extensive listings of Holland codes for occupations requiring little education, making it possible to apply the classification and Holland's theory in vocational assistance for poorly educated or hard-to-employ populations. A series of figures is included which shows the percentage and number of occupational titles in different categories of the classification; the percentage of low level occupations by classification; the mix of employment for men and women in 1960, 1970, and 1980, by classification, and the percentage of men and women employed in 1970 and 1980 in each classification requiring college preparation. The appendix shows employment and learning data for 503 occupations grouped by Holland category and level. (NRB)

ED 258 095 CG 018 297

Hess, G. Alfred, Jr.; Lauber, Diana

Dropouts from the Chicago Public Schools: An Analysis of the Classes of 1982, 1983, 1984.

Chicago Panel on Public School Finances, IL.

PUB DATE- 24 Apr 85
NOTE- 113p.; Support for this research was provided by Lloyd A. Frey Foundation. Tables may not reproduce well due to small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Age Differences; *Black Students; *Dropout Rate; Dropout Research; *High Risk Students; *High Schools; *Hispanic Americans; Males; Student Attrition
IDENTIFIERS- *Chicago Public Schools IL

Many studies of high school dropout rates have compared the number of graduates with the number of enrolled freshmen. An adequate representation of the dropout rate, however, must combine all categories of leaving school before graduation, and a longitudinal approach must be employed. A joint venture between the Chicago Panel on Public School Finances and the Department of Research and Evaluation of the Chicago Board of Education was designed to track all entering freshmen who entered a Chicago public school as part of the graduating classes of 1982-1984. Each student's entry was tracked along with information on whether or not he transferred, graduated, was retained, or dropped out. The results indicated that the dropout rate for the class of 1982 was 43 percent, with similar figures estimated for 1983 and 1984. Hispanics and Blacks were the most likely to dropout, with overage males with low reading scores most at risk. Dropout rates at the city's 63 high schools varied considerably, with the lowest rates at the schools with the best reading scores and the fewest overage students. It is the conclusion of this study that the Chicago Public School System operates a two-tiered high school system which concentrates dropout prone students into inner city Black and Hispanic high schools. (The report includes an executive summary with recommendations; a systemwide analysis of the class of 1982 by dropout rate, age, reading score, gender, and race; a school level analysis of outcomes; three year comparisons of the classes of 1982, 1983, 1984; an assessment of the financial impact of dropouts; a description of the study methodology; and various tables and appendices.) (NRB)

Amodeo, Luiza B.; Emslie, Julia Rosa
Minority Women in Administration: An Ethnographic Study.
SPONS. AGENCY- Eastern New Mexico Univ., Portales.
PUB DATE- Apr 85
NOTE- 18p.; Paper presented at the Annual Conference of the National Association for Women Deans, Administrators, and Counselors (69th, Milwaukee, WI, April 10-13, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; *Administrators; American Indians; Blacks; Elementary Education; *Females; Hispanic Americans; *Leadership Styles; *Minority Groups; *Organizational Climate; Principals

Research suggests that career paths into administration are different for men, and for women and minorities; as a result women and minorities may find themselves inadequately prepared for the administrative positions they assume. To examine the characteristics of some women in educational administration, an ethnographic study of three female, minority (Black, Hispanic, Native American) elementary school principals was conducted. The study focused on the interaction of leader characteristics, organizational structure, and the external environment. Both formal and informal procedures were used to collect data over a 3-week period. The principals' activities and interactions and their settings were recorded, and they were videotaped in interactions with faculty, staff, and students. Faculty, staff, and students were interviewed for their views of the principals' leadership characteristics. Finally, each principal was interviewed about her perceptions of her administrative style and philosophy of education, the school and school district, and her role as administrator. Category analysis (leadership behaviors, leader characteristics, environmental factors) showed two basic leader behaviors: task behaviors--direct one-way communication; and relationship behaviors--two-way communication involving listening, reinforcement, and encouragement. Personality characteristics for the three were limited in numbers of intraverted or dependent behaviors. Organizational and community constraints affected these administrators' perceptions of the treatment they received in acquiring and in carrying out the duties of their positions. (MCF)

ED 258 138   CS 008 043

Flippo, Rona F.
Evidence of the Cognitive and Metacognitive Effects of Punctuation and Intonation: Can the New Technologies Help?
PUB DATE- Jul 84
NOTE- 40p.; Paper presented at the Annual Meeting of the United Kingdom Reading Association (Dundee, Scotland, July 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Processes; Computer Software; *Intonation; *Language Processing; *Metacognition; Microcomputers; *Punctuation; *Reading Comprehension; Reading Difficulties; Reading Skills; Reading Strategies; Suprasegmentals; Textbook Preparation; Word Processing
IDENTIFIERS- *Text Structure

Punctuation serves as a system of visual markers that contradict previously generated false grammatical expectations. Word order conditions define the redundant or critical aspect of punctuation cues to visual display. Parsing (grouping) sentences into meaningful phrases and clauses aids language comprehension, and children who have reading problems have often been shown to lack parsing skills. There is also evidence to suggest that visually marking subject, predicate, and phrase boundaries results in an improvement in children's reading comprehension. If text segmentation or end of line punctuation is related to an improvement in developing children's reading comprehension, it might be worthwhile to redesign some texts so that (1) modified terminal punctuation is used for beginning low ability readers, (2) punctuation is used to determine the boundaries between chunks of text, (3) printed intonation cues in texts are eliminated, (4) chunked text due to lack of space is not broken at right margin, and (5) line breaks are made between phrases or toward the end of the sentence. New technologies, specifically microcomputers and word processing software, can help children to become more cognizant of these language patterns that affect comprehension. (HOD)

ED 258 153 CS 008 064

Schiller, Maryann F.
Does Humor Have an Effect on the Performance of College Freshmen in Improving Scores on the Nelson Denny Reading Post Test?
PUB DATE- May 85
NOTE- 33p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *College Freshmen; Higher Education; *Humor; *Reading Achievement; Reading Improvement; Reading Tests; Remedial Reading
IDENTIFIERS- Nelson Denny Reading Post Test; Prereading Activities

A study was conducted to investigate the effects of humor on the performance of college freshmen on the Nelson Denny Reading Post Test. The subjects, 36 college freshmen from two developmental reading improvement classes, were randomly assigned to experimental A or B or control sample groups. Students had previously taken forms F and C of the test as pretests while forms E and D were used as the posttest. Experimental group A was given an article of humorous nature entitled "Turds" to read prior to taking the posttest, while experimental group B was given an article of a general nature entitled "Sinkholes." The control group received no article for prereading prior to the administration of the posttest. Each student in both experimental samples was given approximately ten minutes to read the articles provided. The Nelson-Denny Reading Tests were distributed immediately afterward. Results indicated that the students reading a humorous article did significantly better on the tests than the control group, but that group A scored higher than group B. It can thus be concluded that by having students read material of any sort prior to engaging in a standardized reading test, performance can be improved. (An appendix includes sample articles given to students.) (DF)

ED 258 170 CS 208 760

Edwards, Pat

Hey, That's a Good Idea! Useful Hints for Busy Teachers.

Primary English Teaching Association, Rozelle (Australia).
REPORT NO.- ISBN-0-909955-54-9
PUB DATE- Feb 85
NOTE- 140p.
AVAILABLE FROM- Primary English Teaching Association, P.O. Box 167, Rozelle, New South Wales 2039, Australia ($8.75 member, $10.75 nonmember, Australian currency).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Class Activities; Classroom Techniques; Curriculum Enrichment; Elementary Education; History Instruction; *Language Arts; *Learning Activities; Mathematics Instruction; Science Instruction; *Student Projects; Teaching Methods

Intended for primary teachers this booklet contains many hints for enriching classroom activities. It includes 100 ways to "publish" student writing and art work by using student created books, newspapers, magazines, letters, plays, notice boards, assembly reports, art and craft work, tape recordings, writing clubs, and "buy-a-book" days. Also presented are 50 practical ways to promote an interest in reading, ideas to use in planning the year, suggestions for classroom organization, ideas to help develop oral skills, ideas for creative writing, practical math exercises, practical social studies exercises, practical science activities, ideas for teaching art, a description of a year-long art project, ways to use ten minutes, ideas for using music and for easy excursions, activities for special days, suggestions for author of the month and for special projects, ideas for National Aboriginal Week, a section on Christmas in the classroom, bits of information to share with the class, facts about Australian explorers, and information on the history of the months and the naming of Australian places. (EL)

ED 258 186 CS 208 889

Moore, Michael T.

The Relationship between the Originality of Essays and Variables in the Problem-Discovery Process: A Study of Creative and Noncreative Middle School Students.

PUB DATE- 83
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Creative Activities; Creative Expression; *Creative Thinking; *Creativity; Creativity Research; Discovery Processes; *Essays; *Problem Solving; *Writing (Composition)

Studies of creativity have generally dealt with the creative act, typically defined as the statistically infrequent approach to problem solving. A study was conducted to determine whether a relationship exists between problem discovery and originality of the written product, and whether problem-finding behavior may be observed in student writers. The subjects were matched pairs of middle school students. Eight high creative students matched with eight low creative students entered a room one at a time and were instructed to arrange any or all of 15 objects on an empty table and then to create a piece of writing. A tape recorded session was held immediately after the writing was completed. Results of holistic evaluation showed that scores for the creative writers were consistently higher, indicating a relationship between problem finding and product originality. (Tables of findings are included.) (DF)

ED 258 201 CS 208 963

Moran, Michael G., Ed.; Journet, Debra, Ed.
Research in Technical Communication. A Bibliographic Sourcebook.
REPORT NO.- ISBN-0-313-23431-0
PUB DATE- 85
NOTE- 515p.
AVAILABLE FROM- Greenwood Press, 88 Post Road West, Box 5007, Westport, CT 06881 ($57.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographies; *Business Communication; Business Correspondence; *Communication (Thought Transfer); *Communication Research; Language Styles; *Organizational Communication; *Research Methodology; Research Needs; Rhetoric; Teaching Methods; *Technical Writing; Writing Research

The essays in this volume enunciate the pressing need for a theoretical framework for the study of technical communication. The first part of the volume provides an overview of extensive ways to study technical communication. Subsequent chapters discuss humanistic approaches to technical communication, the history of technical communication, communication theory and technical writing, and the teaching of technical writing. Chapters in the second part of the volume examine technical communication in relation to four traditional rhetorical concerns: invention, audience, modes of organization, and style. The third part consists of chapters that discuss specific types of technical communication such as reports, proposals, and business correspondence. Part four examines technical communication and related concerns, specifically the use of the computer, oral communication, and specialized forms of technical communication, notably, legal writing and writing for the government. All chapters conclude with a list of references, giving full citations for all sources mentioned. Appendixes offer guides to textbooks, style manuals, and the technical writing profession. (HOD)

ED 258 216 CS 208 990

Bates, Benjamin J.
Economic Theory and Broadcasting.
PUB DATE- Aug 85
NOTE- 50p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advertising; *Broadcast Industry; *Economic Climate; Marketing; *Media Research; *Models; *Programing (Broadcast); Radio; Telecommunications; Television; *Theories
IDENTIFIERS- *Broadcast Economics

Focusing on access to audience through broadcast time, this paper examines the status of research into the economics of broadcasting. The paper first discusses the status of theory in the study of broadcast economics, both as described directly and as it exists in the statement of the basic assumptions generated by prior work and general experience. It then considers the use of that theory within applied research. Finally, it offers some ideas for the integration of theory into the study of broadcast economics through the use of supply and demand models. To this end, the paper confines its definition of broadcasting, or the broadcast industry, to that segment of commercial telecommunications whose signal is broadcast unscrambled to the general public over the standard radio and television bands. (An extensive bibliography is included.) (HOD)

ED 258 232   CS 209 018

Johnston, Brian
Assessing English: Helping Students to Reflect on Their Work.

REPORT NO.- ISBN-0-949898-08-2
PUB DATE- 83
NOTE- 161p.; Published by St. Clair Press, Sydney, New South Wales, Australia.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 02085, $8.50 member, $11.00 nonmember).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- Elementary Secondary Education; *Nongraded Student Evaluation; *Self Evaluation (Individuals); Student Evaluation; *Writing Evaluation; Writing Improvement; *Writing Instruction; Writing Processes; Writing Skills

As a result of research showing that students are more motivated when English teachers avoid grades and marks, this book focuses on ways to involve students in the assessment process. The book covers the following topics: learning and reflection, students controlling language, the purpose of assessment, assessing students' relationship to the subject matter, helping students describe what they do when they write, monitoring the students' written products, monitoring engagement with a text, monitoring oral language, reflecting on the demands of the curriculum, organizing judgmental assessment, making records and reports, and promoting students. The appendixes contain a discussion of the motivational effects of different schemes for assessing students' writing, a transcript of the author's comments while reading a piece written by a nine year old student, and examples defining the demands of tasks in English. (EL)

Kennamer, J. David

News Values and the Vividness of Information.

PUB DATE- Aug 85
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Evaluation Criteria; Information Dissemination; *Journalism; Memory; News Media; *News Reporting; *News Writing; *Values
IDENTIFIERS- *News Values; *Vivid Information

Most journalism textbooks begin with lists of what have been called "news values." These are criteria to be used to judge the newsworthiness of issues, events, and persons. The list of news values that most journalists have memorized can be replaced with a single concept--vividness. Vividness is a characteristic of the information produced by events, issues, and people. It is not spread equally among all of them, however, an inexact measure of the degree to which information actually explains the nature of events, issues, and persons. That which is vivid is not necessarily particularly accurate or descriptive. Charges of sensationalism, shallowness, and preoccupation with conflict all seem to be aimed at reporters' strict adherence to the law of vividness. If the cognitive psychologists are correct, vivid information is the type of information that people pay attention to and remember. Journalists have the difficult task of making pallid information seem vivid without distorting it. This goal might be more attainable if journalists understood the complexity of the issues involved. (HOD)

ED 258 264 CS 209 069

Cheshire, Barbara W.
The Effects of Writing Apprehension on Writing Quality.
PUB DATE- Mar 84
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; Writing (Composition); *Writing Apprehension; Writing Improvement; *Writing Instruction; Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- *Free Writing

In a study to determine whether the writing apprehension of college writers is diminished by regular freewriting and whether apprehension affects the quality of writing, two experimental classes spent ten minutes freewriting each day while two control classes spent ten minutes on vocabulary building. The pretest and posttest consisted to two 40-minute essays and Daly and Miller's 26-item writing apprehension instrument. The study focused on four questions: Do students who freewrite regularly become more fluent than those who do not? Do students who freewrite regularly produce better quality essays than those who do not? Which of eight components of writing are most affected by freewriting? and, Do students who freewrite regularly display less writing apprehension than those who do not? Results indicated that freewriting did not produce (1) significant effects on fluency or on any of the designated components of writing, or (2) measurable differences in writing apprehension. However, different teachers did produce significantly different results in their class's writing apprehension. For most classes, some heightening of anxiety appears to result in better writing, although a few students may need to be taught adaptive responses to reduce or reverse the detrimental effects of apprehension. (Tables of findings are included.) (EL)

Brown, Jane L.
Emphasizing Revision with Word Processing in Freshman English Classes.
PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Southeastern Writing Center Association (5th, Atlanta, GA, April 18-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; *College English; College Freshmen; *Computer Assisted Instruction; Course Descriptions; Higher Education; *Revision (Written Composition); Student Needs; Teaching Methods; *Word Processing; Writing Improvement; *Writing Instruction; Writing Processes
IDENTIFIERS- *Freshman Composition; Writing Centers

Designing a curriculum to introduce freshman composition students to computer assisted composition involves the cooperation of the composition instructor and the writing center director. One college has developed such a curriculum using the "Milliken Word Processor" (Milliken Publishing Company), a simple program with a variety of composing, revising, and printing options. An instruction sheet outlining the main functions of the software program and basics of computer use is distributed to allay students' computer anxiety. Instruction takes place in two phases: familiarizing students with the functions of the computer and of the word processing program, and teaching them the processes of computer assisted revision. Thus, the first assignments are extremely simple, moving from paragraph writing to simple revision, and with access to the instructor or the writing center director as needed. After several weeks of practice, students are given copies of "What Can You Do When You Revise?" and practice each of the listed skills. Students are required to subscribe to a weekly news magazine, which becomes the basis of subsequent writing assignments. By midsemester, students are proficient enough to write and revise a fairly lengthy piece. On a questionnaire completed at the end of the semester, most students indicate that use of the word processor has increased their writing abilities greatly. (HTH)

ED 258 295 CS 504 950

Sherblom, John
Re-request Strategies as Indicators of How Children Gain Social Knowledge.
PUB DATE- May 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Eastern Communication Association (76th, Providence, RI, May 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Communication Research; *Interpersonal Communication; *Interpersonal Competence; *Preschool Children; Speech Communication
IDENTIFIERS- *Requests; *Strategies for Change and Knowledge Utilization

The development of a child's social awareness is reflected in, and in part accomplished through, requests. Requests for action and information--such as the assistance of another, typically older person--require an important set of linguistic and social skills. Re-requests become necessary when the initial request is ignored or not adequately fulfilled. This re-request situation is of special interest because of the increased vulnerability of "face," and the need to take the other person's response into consideration. A study investigated how children gain the social awareness skills necessary to make flexible re-requests. Twenty-one children--ranging in age from 20 to 50 months, from white, predominantly middle-class families--were interviewed individually in familiar surroundings by a junior or senior student enrolled in a language and speech development course. The interviews were audiotaped and transcripts made of the first 50 utterances occurring after the initial introductions and accompanying adult utterances. These transcripts were then examined for utterances of requests and re-requests. Results suggest that the children were in the process of developing re-request strategies. (A transcript illustrating how a repertoire of indirect request strategies may be developed is included.) (Author/DF)

ED 258 310 CS 504 968

Cooper, Pamela J., Ed.

Activities for Teaching Speaking and Listening: Grades 7-12.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 165p.; SCA guidelines may not reproduce due to small print.
CONTRACT- 400-83-0025
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 ($11.95, 10% discount for SCA members).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Communication (Thought Transfer); *Communication Skills; Evaluation Criteria; Integrated Activities; *Learning Activities; *Listening Skills; Secondary Education; Sequential Learning; *Speech Communication; *Speech Skills

The activities included in this book are based on current theory on effective oral communication and are intended to increase students' repertoire and use of effective oral communication behaviors. Specifically, the book's activities are designed to (1) appeal to students of all ability levels; (2) provide for student interaction and involvement; (3) involve students in creating and receiving messages in a variety of contexts for a variety of purposes; (4) provide for integrating oral communication instruction across the curriculum; (5) focus on integrating oral communication competencies rather than units of communication activity or communication contexts; and (6) provide for sequential instruction in oral communication within each subcategory of each of the four major competencies. The book divides the activities by grade levels: 7-9 and 10-12, and includes three activities for each subcompetency for each set of skills--communication codes, message evaluation, basic communication skills, and human relations. These activities relate to three purposes--occupational, citizenship, and maintenance. Each activity includes objectives, procedures for implementing the activity, follow-up suggestions and/or questions, and evaluation/assessment procedures. The book contains the SCA guidelines for speaking and listening competencies for high school graduates. (HOD)

ED 258 325 EA 017 780

Lacattiva, Claire
The Use of Paraprofessionals as Part of the Teaching Team.
PUB DATE- Mar 85
NOTE- 8p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Chicago, IL, March 23-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Conflict Resolution; Elementary Secondary Education; *Teacher Aides; Teacher Attitudes; Teacher Role; Team Teaching

The use of paraprofessionals on the teaching team has helped teachers maximize use of their professional and technical skills, but has also made it easier for several problems to develop. Teachers cite problems in authority and role confusion, personality conflicts, misalignment of instructional priorities, and task inefficiency. These problems can be alleviated if teachers, aides, and administrators make an effort. Teachers can help by planning ahead; providing for input from the paraprofessional before, during, and after the teaching day; providing for adequate training and supervision; using the paraprofessionals' specialized abilities; knowing the paraprofessionals' job descriptions; and respecting the paraprofessionals' professionalism. In their turn, the aides can establish their authority identity for students in a way that leaves the teacher's authority intact, familiarize themselves with the curriculum and its goals, understand the school's overall goals and their own relevant resources, and clarify their own personal and professional priorities. Administrators should assign paraprofessionals to teachers with compatibility in mind; provide inservice training and orientation opportunities; and provide for supervision and evaluation of the teaching team, recognition of paraprofessional contributions, and paraprofessional participation in staff conferences. (PGD)

ED 257 948 CE 041 576

Camp, William G., Comp.
Summaries of Research and Development Activities in Agricultural Education in the United States of America, 1982-1983.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of **Vocational-Technical Education.**
SPONS. AGENCY- American Vocational Association, Arlington, VA. Agricultural Education Div.
PUB DATE- Feb 84
NOTE- 124p.; For related documents, see ED 134 707, ED 151 532, ED 167 781, ED 187 894, ED 205 706, ED 223 774, and CE 041 577.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Abstracts; Action Research; *Agricultural Education; Classroom Research; Curriculum Development; Curriculum Research; Demography; Doctoral Dissertations; *Educational Development; *Educational Research; Instructional Development; Instructional Materials; Masters Theses; Material Development; Methods Research; Needs Assessment; Operations Research; Outcomes of Education; Postsecondary Education; *Research and Development; *Research Projects; Secondary Education; Test Construction; Trend Analysis; *Vocational Education

This document summarizes 161 research and development activities in agricultural education that were completed between July 1, 1982, and June 30, 1983. The projects, which are listed by state, represent research and development efforts undertaken at 34 institutions in 30 states and include 78 master's studies or theses, 37 doctoral dissertations, and 39 funded or unfunded staff project studies. Each project summary contains the names of the individual or individuals primarily responsible for the project, a project title, information concerning the type of project, the sponsoring institution, and an abstract. Also included in the document are a list of 173 studies or projects in progress during the period under examination, a list of ERIC document numbers for previous regional and national summaries, a list of previous national editors, an author index, and a subject index. (MN)

ED 257 975 CE 041 640

Harry, Raymond L.
Mobile Training Laboratories, Mobile Equipment and Programs Offered in Business or Industry. Status Report.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.; Wiley (John) & Sons, New York, N.Y.
PUB DATE- 26 Jul 85
NOTE- 129p.; Parts of the appendix may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abstracts; Case Studies; Cooperative Planning; *Delivery Systems; Educational Cooperation; Educational Equipment; Educational Needs; *Educational Practices; Educational Trends; Equipment Utilization; Innovation; Interviews; Literature Reviews; *Mobile Classrooms; Mobile Educational Services; National Surveys; Needs Assessment; *Nontraditional Education; Postsecondary Education; Program Descriptions; Program Effectiveness; School Business Relationship; Shared Facilities; Shared Services; Technical Education; *Vocational Education

A literature review and telephone survey examined the following alternate methods for delivering vocational education services: mobile training laboratories, mobile training programs, training programs offered by educational institutions in business and industry facilities, and equipment loaned or supplied as a gift by business and industry for initial training, retraining, or upgrading of the work force. Of the 91 mobile training units known to have been in operation in 29 states, 50 were found to be operating at the time of the study. Generally, those surveyed considered mobile training units an economically sound and efficient means of using scarce educational resources. The main reasons given for discontinuing use of such facilities included wearing out of the trailers, loss of funding, difficulties in finding and keeping instructors, and lack of availability of power and other utilities in the location and form in which they were needed. Mobile facilities were credited with enabling vocational instructors to serve students who would not otherwise have been reached, developing positive public relations, allowing instructors to serve both public and private schools, exposing students to a greater variety of vocational programs, and encouraging additional support of vocational education by business and the community. (Appendixes to this report include abstracts of over 50 ERIC documents and copies of 13 journal articles dealing with mobile training stations.) (MN)

ED 257 986 CE 041 651

Rockhold, Hazel; And Others
Use and Comply with Administrative Mechanisms. Module CG B-5 of Category B--Supporting. Competency-Based Career Guidance Modules.
American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- ISBN-0-934425-11-6
PUB DATE- 85
NOTE- 82p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.
AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Guidance; Competence; Competency Based Education; *Compliance (Legal); Counselor Training; Evaluation Methods; Federal Legislation; *Guidance Programs; *Inservice Education; Learning Activities; Learning Modules; *Legislation; Networks; Planning; Postsecondary Education; Program Development; *Program Improvement; Resources; State Legislation

This module on legal compliance is intended to help guidance personnel in a variety of educational and agency settings gain skills in (1) implementing Federal and state legislative administrative procedures and requirements, and (2) influencing the development or improvement of such procedures and requirements. The module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. Patterned after the Performance Based Teacher Education Modules developed at the National Center for Research in Vocational Education, the modules teach competencies for planning, supporting, implementing, operating, and evaluating guidance programs. The module follows a standard format that includes the following components: (1) an introduction that gives the user an overview of the purposes and content of the module; (2) a section that provides information about the module goal and a list of the competencies covered in the module; (3) a reading containing information on each of the competencies; (4) learning experiences consisting of an individual activity, individual feedback, and a group activity; (5) evaluation techniques that can be used to measure what workshop participants need prior to training and what they have accomplished through training; and (6) an annotated list of resources. Appendixes include the text of the Career Guidance and Counseling Bill, request for proposal, and sections of the Texas state plan for vocational education. (KC)

ED 257 997 CE 041 662

Sears, Susan Jones
Facilitate Follow-up and Follow-through. Module CG C-11 of Category C--Implementing. Competency-Based Career Guidance Modules.
American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- ISBN-0-934425-23-X
PUB DATE- 85
NOTE- 109p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.
AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Behavioral Objectives; Career Education; *Competency Based Education; Counselor Evaluation; Data Collection; *Followup Studies; Individualized Instruction; Job Skills; Learning Activities; Needs Assessment; Postsecondary Education; Program Development; Program Implementation
IDENTIFIERS- *Follow Through Services

This module, one in a series of competency-based guidance program training packages, focuses on specific professional and paraprofessional competencies of guidance personnel. Modules in Category C suggest how to conduct, accomplish, or carry out selected career guidance program activities. The purpose of this module is to help career guidance personnel increase the knowledge and skills needed to conduct a followup study of program leavers and ensure that follow-through assistance for clients is provided. It begins with a section that presents the module goal and a listing of the eight competency statements. An introduction gives an overview of the purpose and content of the module. The next section presents a reading (cognitive information) on each one of the competencies. Learning experiences related to the needed competencies follow. One learning experience exists for each competency (or cluster of competencies), and each may stand on its own. Each learning experience consists of an individual activity, individual feedback, and group activity. An evaluation section contains a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. A final section lists all references and provides annotations of related major resources. Appendixes include a copy of the Family Educational Rights and Privacy Act and sample followup questionnaires. (YLB)

ED 258 008 CE 041 674

Pfister, Linda A.

Communicate and Use Evaluation-Based Decisions. Module CG E-2 of Category E--Evaluating. Competency-Based Career Guidance Modules.

American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- ISBN-0-934425-37-X
PUB DATE- 85
NOTE- 40p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.
AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Counseling; *Career Guidance; *Change Strategies; Check Lists; Competency Based Education; Counselor Training; *Decision Making; *Evaluation Utilization; Guidance Objectives; Guidance Personnel; *Guidance Programs; Information Dissemination; Inservice Education; Learning Activities; Learning Modules; Lesson Plans; Paraprofessional Personnel; Postsecondary Education; *Program Evaluation; Questionnaires; Research Utilization; Secondary Education; Self Evaluation (Individuals)

This learning module, one in a series of competency-based guidance program training packages focusing upon professional and paraprofessional competencies of guidance personnel, deals with reporting results of program evaluation and using results to make key administrative decisions. Addressed in the module are the following topics: evaluating results, communicating results effectively, deciding how to use evaluation results, and identifying alternatives for change. The module consists of readings and learning experiences covering these four topics. Each learning experience contains some or all of the following: an overview, a competency statement, a learning objective, one or more individual learning activities, an individual feedback exercise, one or more group activities, and a facilitator's outline for use in directing the group activities. Concluding the module are a participant self-assessment questionnaire, a trainer's assessment questionnaire, a checklist of performance indicators, a list of references, and an annotated list of suggested additional resources. (MN)

ED 258 053 CG 018 255

Kulish, Nancy Mann
Mourning a Lost Childhood: A Therapeutic Task.
PUB DATE- Aug 84
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Needs; Children; *Fantasy; *Grief; *Individual Development; Psychiatry; *Psychotherapy
IDENTIFIERS- Barrie (J M); Peter Pan

J. M. Barrie's popular story of Peter Pan depicts the never-neverland of an endless happy childhood. Analysis of the story and of J. M. Barrie's personal background, however, reveals that the tale is a conflicted solution to and separation from early childhood losses and disappointments. Themes of separation and reunion, redesertion and revenge are repeated throughout Barrie's stories. For many people, the fantasy of a happy childhood may come to the fore during adolescence as the individual looks back with hopes for the unrealized and now unrealizable gratifications of childhood. Frequently, adolescent and adult patients seen by psychotherapists hold deeply felt fantasies about a happy childhood which cover over and compensate for real or felt losses and ungratified infantile desires. Such individuals are often markedly childlike in acting out these largely unconscious fantasies, yet significantly unaware of marked depressions. For many individuals seen in clinical practice, the necessary process of mourning has been incomplete, arrested, or has never taken place. Mourning for the loss of such fantasies can become a major task for psychoanalytic work. (Two cases are included that illustrate how the fantasy of a happy childhood can be a prominent feature forming an integral part of the patient's symptomatology.) (NRB)

ED 258 081 CG 018 283

Child Abuse: What We Know about Prevention Strategies. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, Second Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 12 Mar 84
NOTE- 237p.; Portions of document contain small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Abuse; Child Neglect; *Family Role; *Federal Aid; Federal State Relationship; Hearings; *Parent Associations; *Prevention; *Self Help Programs
IDENTIFIERS- Congress 98th

This document contains testimony and prepared statements from the Congressional hearing called to examine strategies for the prevention of child abuse and neglect. Witnesses include the director of the National Committee for Prevention of Child Abuse, several representatives from Parents Anonymous, a psychiatric social worker who is also a coordinator of the Parents United program, several pediatricians who have dealt with child abuse cases, and a father who had molested his young daughter. The development and implementation of hotlines, new investigation procedures, treatment programs, and self-help groups are discussed and the role of the police and court systems in getting abusers and victims into treatment programs is examined. The philosophies and strategies used by various programs are described by representatives from those programs and the role of volunteers in the prevention of child abuse is discussed. The testimony of one pediatrician focuses on hospital-based child abuse programs and looks specifically at three programs at the Children's Hospital National Medical Center in Washington, D.C. Strategies used to prevent child abuse in the state of Florida are summarized by a pediatrician from that state. The need for more funds for prevention is emphasized. (NRB)

ED 258 109 CG 018 312

The New Unemployed: Long-Term Consequences for Their Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, Second Session. (Detroit, MI).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 5 Mar 84
NOTE- 144p.; Portions of the document contain small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Children; *Coping; *Family Problems; *Government Role; Hearings; *Poverty; *Unemployment
IDENTIFIERS- Congress 98th; Michigan (Detroit)

This document contains transcripts of witness testimony and prepared statements from the Congressional hearing called to examine the long-term effects of unemployment on families. Witnesses include an unemployed man who now volunteers for a group of low-income advocates for the poor; a former unemployed auto worker who now has a job assisting laid-off employees; a school counselor who works with children of unemployed parents, and two of her fifth grade clients. Also testifying are the director of the Child Care Coordinating and Referral Service, who discusses the impact of available child care on employment; two representatives from a public consortium of 16 communities created to help solve economic and social problems and currently involved in employment training; and two ministers from area churches which have developed counseling programs, drug and alcohol abuse programs, community workshops, and job placement services. The final panel of witnesses consists of the executive director of Michigan's Office of Children and Youth Services, the administrator of a mental health outpatient service for children and adolescents, and a sociology researcher from Wayne State University. The testimony focuses on a variety of problems that families experience because of unemployment, the effects of unemployment on the children, coping strategies and services available to the unemployed, and ways of helping people cope with unemployment. (NRB)

ED 257 935 CE 039 117

Innovations in Continuing Education. 1982 Award-Winning New Programs.

American Coll. Testing Program, Iowa City, Iowa.; National Univ. Continuing Education Association, Washington, DC.

PUB DATE- 82

NOTE- 65p.; For related documents, see ED 147 575, ED 173 566, ED 189 292, ED 237 816, and CE 039 116.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; Adult Students; *Continuing Education; Cultural Education; Demonstration Programs; Educational Improvement; *Educational Innovation; *Educational Radio; Extension Education; *Faculty Development; Financial Services; Humanities; Inservice Teacher Education; Instructional Improvement; Instructional Innovation; Lifelong Learning; *Noncredit Courses; *Nontraditional Education; Occupational Safety and Health; Older Adults; Postsecondary Education; Professional Continuing Education; Professional Occupations; Program Descriptions

Descriptions are provided of the eight programs selected as award-winning innovations on the basis of universal application and potential for greatest impact for the improvement of continuing education. Each description contains this information: program name, name of principal person, name and institution to whom award would be made, source of funding, cost of program, number of participants in program, program objectives, and a narrative description/outline of the project. Winners in the category, Instructional Programs, are the Lancaster Learn-Over-Lunch Program, Franklin and Marshall College; Wellness at the Workplace Project, National University; The Professional Designation in Personal Financial Planning (honorable mention), University of California-Los Angeles Extension; and Humanities Hostel (honorable mention), Western Illinois University. In the category, Administration/Organization, the winners are "The Colleague"--An Outreach Approach to Faculty in Continuing Education, University of Utah, and The Birdwood Pavilion: An Environment Designed for Adult Learners (honorable mention), University of Virginia. The winners of the final category, which may include combinations of the above categories, are The Academy of Lifelong Learning, University of Deleware; and Radio Comes to Pocahontas County (honorable mention), West Virginia University. (YLB)

Herr, Gregory
Vocational Policies and School Practices: A Study of Factors Which Affect the Completion Rates of High School Vocational Programs in New Hampshire.
New Hampshire State Dept. of Education, Concord. Div. of Instructional Services.
PUB DATE- 30 Sep 84
NOTE- 101p.; For a related document, see CE 041 612.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Comparative Analysis; Differences; Dropout Characteristics; Dropout Research; *Educational Policy; *Educational Practices; *Enrollment Influences; *High School Students; Interviews; Nontraditional Occupations; Predictor Variables; Questionnaires; *School Holding Power; Secondary Education; Sex Role; State Surveys; Statewide Planning; *Vocational Education
IDENTIFIERS- *New Hampshire

A study examined the extent to which formal and informal policies, practices, and activities intended to increase vocational enrollments and completion exist in New Hampshire's high schools. Data were collected from interviews with six vocational staff members at each of five sites, a survey given to administrators at 28 sites, and responses to the New Hampshire State Department of Education's termination survey. In general, the existence of policy regarding vocational program participation and completion was not related to actual completion rate. However, existence of a policy regarding nontraditional program participation and completion did tend to be somewhat predictive of the completion rates for several different types of programs. The number of student contact activities provided in schools was related to the completion rate for males in food production and auto mechanics but not for females. In addition, the number of student contact activities was also related to the completion rate for females in typing and general office curricula but not for males, thus suggesting that some activities have different effects upon males and females. Eight recommendations concerning practices and policies designed to increase enrollment and completion rates were formulated. (The administrator's questionnaire is included in this report.) (MN)

ED 258 022 CE 041 699

Bolin, Kay
SCALE Home-based Tutoring Program. A Model of Urban Home Tutoring. Handbook 2.
Somerville Public Schools, Mass.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Bureau of Student, Community and Adult Services.
PUB DATE- Jun 84
NOTE- 87p.; Most of the contents of Handbook 1 are revised and incorporated in Handbook 2.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; *Adult Programs; Ancillary School Services; Guides; *Home Programs; Personnel Needs; Program Development; Program Evaluation; *Program Implementation; Staff Development; Student Recruitment; *Tutoring; *Urban Areas

This handbook presents the key components of an urban home-based tutoring program for adults. It updates information contained in the fiscal year 1983 handbook. Section 1 answers questions regarding what home-based tutoring is, the need, the population served, curriculum design, special clients (mentally retarded, General Educational Development test students), benefits, and dangers. Section 2 describes the key components of the SCALE Home-based Tutoring Program. It covers instructional services, support services, recruiting efforts, staffing design, staff training and supervision, evaluation, and future goals. A source (address and telephone number) of more information on the SCALE Home-based Tutoring Program is given. An appendix contains sample program questionnaires, surveys, forms, and materials. (YLB)

ED 258 037 CE 041 766

Warehousing Operations.
Marine Corps Inst., Washington, DC.
REPORT NO.- MCI-30.3h
PUB DATE- 28 Feb 84
NOTE- 167p.; Photographs and some figures will not reproduce clearly.
For a related document, see CE 041 765.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Continuing Education; *Correspondence Study; Course Descriptions; Equipment Storage; Food; Individualized Instruction; Learning Activities; Military Training; *Preservation; *Storage; Study Guides; *Supplies; Trade and Industrial Education; *Warehouses
IDENTIFIERS- Ammunition

Developed as part of the Marine Corps Institute (MCI) correspondence training program, this course on warehousing operations is designed to provide instruction in the procedures used in warehousing operations. Introductory materials include specific information for MCI students and a study guide (guidelines to complete the course). The 22-hour course consists of six chapters or lessons. Each unit contains a text and a lesson sheet which details the study assignment and sets forth the lesson objective. A written assignment is also provided. Topics covered in the lessons include an introduction; storage space (layout, space requirements, and space control and reporting); handling operations; storage procedures (receiving, inventory policy and procedures, care of material in storage, shipping operations); storage of special commodities (lumber, ammunition and explosives, storage of hazardous commodities, miscellaneous commodities, subsistence); and preservation, packaging, and packing. Appendixes include six explanations of various codes. (YLB)

ED 258 154 CS 008 065

Your Key to a Successful Course.
Air Univ., Gunter AFS, Ala. Extension Course Inst.
PUB DATE- Sep 82
NOTE- 23p.; For related documents, see CS 008 066-070.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Armed Forces; Correspondence Study; Courses; *Extension Education; Postsecondary Education; *Study; Study Facilities; Study Guides; *Study Skills

One of six related documents, this study guide is intended to accompany extension course textbooks produced by the Air Force Extension Course Institute. It contains suggestions and instructions about studying to save students time and to help them get more from the course. Information is included about how to study, the course materials, the course examination, time limits, enrollment credit, enrollment cancellation, reserve point credit, sources of assistance, records, taking tests, and the course evaluation. The guide includes forms for a weekly study schedule, a progress record, and a student request for assistance. (EL)

ED 258 171 CS 208 771

Lesson Plans in Communication Arts A, Summer '83. Preparation for Raising Educational Performance HS PREP Experimental Program .

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

PUB DATE- 83
NOTE- 130p.; For related documents, see CS 208 772, ED 244 034, and ED 244 045.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; English Instruction; Grade 9; Language Skills; Lesson Plans; *Listening Skills; *Reading Instruction; *Remedial Instruction; Secondary Education; Sequential Learning; *Speech Skills; Summer Programs; *Writing Instruction

Developed to assist teachers of communication arts in the high school PREP (Preparation for Raising Educational Performance) summer classes, the 30 75-minute lessons in this first of two handbooks are designed to help ninth graders operating with below grade level reading skills (around the 5th-7th grade level) improve their reading comprehension. The lessons, set within a sequence of instruction that recapitulates actual language development, cover listening, speaking, reading, and writing, and begin by exploring students' prior knowledge and experiences as a foundation for the new concepts to be learned. Writing is included as a daily activity. In addition to the lessons, the document contains a daily instructional design, an outline for a whole-class reading lesson, a description of "word banks" to be kept by each child, lists of reading materials, discussions of the language experience and the Fernald approaches, and suggestions for teachers on goals, directed reading activities, and homework review. (HOD)

ED 258 187 CS 208 890

Luka, Leslie Richard
The Conceptualization of Literature Instruction by Nine High-School English Teachers.
PUB DATE- 82
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; Concept Formation; *English Instruction; High Schools; High School Students; *Literature Appreciation; *Secondary School Teachers
IDENTIFIERS- *English Teachers; *Instructional Preparation

The combined methods of observation and interview were used in a study examining how English teachers conceptualize instruction in literature. Nine high school English teachers from two midwest, suburban high schools served as the subjects. In the first two meetings, the teachers were informed that two people would be observing and taping one of their class periods, during which all teachers would teach the same short story. Interviews with the teachers were conducted after the tapings. Classroom observations and teacher interviews were analyzed in order to provide descriptions of the nature and components of preinstructional deliberation by high school English teachers. The information collected throughout the study supports the conclusion that the teachers participating in this study perceived learning to result from contact with or exposure to the item to be learned; that is, teachers viewed learning as a presentation of details to be recalled by the students. Consequently, their classroom activities did not reflect a pattern of progression of skills in any type of hierarchical and sequential order. Results suggest that instead of being a prime source for developing thinking skills among students, inquiry into literature at the high school level may be impeding higher level cognitive development. (DF)

ED 258 202 CS 208 964

Pringle, Ian; Freedman, Aviva

A Comparative Study of Writing Abilities in Two Modes at the Grade 5, 8, and 12 Levels.

Ontario Dept. of Education, Toronto.

REPORT NO.- ISBN-0-7743-9974-0

PUB DATE- 85

NOTE- 145p.; For earlier studies, see ED 217 412-413.

AVAILABLE FROM- Publications Service, 880 Bay St., 5th Floor, Toronto, Ontario M7A 1N8, Canada.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Grammar; *Narration; Personal Narratives; *Persuasive Discourse; Punctuation; Spelling; Story Telling; Syntax; Writing (Composition); Writing Instruction; *Writing Skills

IDENTIFIERS- Ontario; Writing Strategies

The third of three studies involving a comparative analysis of transactional and narrative writing of selected samples of students in two Ontario districts, this study addressed questions arising from the earlier studies and examined the writing skills of students in grades 5, 8, and 12. Writing samples were examined for conformity to the norms of story structure and argumentation, and the subject matter of the transactional writing was analyzed. The level of affective development manifested in subsamples of both the stories and the arguments was rated. All the papers in the sample were analyzed for syntactic complexity scores and for mechanical and conventional errors. Comparisons of the first and second versions of the papers were made to assess skills in revising and editing. Findings indicated the need of students to learn how to write an argument and to revise a paper. Other implications were (1) that since the level of difficulty of one aspect of a writing task may decrease the lack of control in another, teachers must take into account the nature of difficulties in the tasks they set students and make their assessments accordingly; (2) that students at all levels should be given occasions to write narratives; (3) that the model of persuasive discourse should be countered; and (4) that writing strategies recommended by authorities need to be implemented. (EL)

Hawkins, Robert P.; And Others

Why Adolescents Use a Computer-Based Health Information System.

PUB DATE- Aug 85
NOTE- 40p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985). Broken print may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Computer Oriented Programs; Computers; *Health Needs; Health Programs; Information Dissemination; *Information Networks; Information Seeking; Information Systems; *Information Utilization; Secondary Education; *Student Needs
IDENTIFIERS- *Uses and Gratifications Research

The Body Awareness Resource Network (BARN) is a system of interactive computer programs designed to provide adolescents with confidential, nonjudgmental health information, behavior change strategies, and sources of referral. These programs cover five adolescent health areas: alcohol and other drugs, human sexuality, smoking prevention and cessation, stress management, and body management. Made available for 5500 adolescents in Madison (Wisconsin) in October 1982, the system was evaluated in the spring of 1984 through questionnaires answered by 383 seventh, 392 ninth, and 253 eleventh graders. Results showed that the use of BARN was related to certain social and psychological characteristics and provided support for the motives in getting adolescents on the BARN system. Seventh graders reported heavy use of BARN (once a month), ninth graders less use, and eleventh graders less still. The BARN example provides encouragement for computer programmers and information campaigners interested in reaching children and adolescents through interactive computer programs. While the adolescents initially come to the programs for a wide variety of reasons, what keeps them on the system is that it meets their information needs. (Tables of findings are included.) (EL)

ED 258 233 CS 209 019

Boomer, Garth
Fair Dinkum Teaching and Learning: Reflections on Literacy and Power.

REPORT NO.- ISBN-0-86709-139-8
PUB DATE- 85
NOTE- 204p.
AVAILABLE FROM- Boynton/Cook Publishers, Inc., 52 Upper Montclair Plaza, P.O. Box 860, Upper Montclair, NJ 07043 ($9.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Action Research; Basic Skills; Computer Assisted Instruction; Elementary Secondary Education; *English Instruction; Language Acquisition; Language Arts; *Learning Processes; *Literacy; Reading Instruction; Reading Skills; Writing (Composition); Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- Australia; *Reading Writing Relationship; Writing Programs

The Australian term "fair dinkum" (meaning genuine, true, or real) in the title emphasizes the book's intention of providing thoughts and reflections on how to enhance the art and science of English teaching. Focusing on literacy, the book deals with action research or teaching theories that may suggest other strategies and further field work in teaching English. As part of a collection of the author's articles and papers, each of the 14 chapters concludes with an invited teacher's description of a practice relating to what has been discussed. Among the topics covered in the chapters are language development, characteristics of good readers, writing processes, the connection between reading and writing, principles for producing effective writing programs, a parent's guide to literacy, strategies for producing literate graduates of the schools, research in the schools, a model of the composing process in writing, a universal program for literacy, the use of computers, the Language and Learning Project, and the National Language Development Project. (EL)

Kennamer, J. David

Gender Differences in the Predictors of Attitude Strength.

PUB DATE- Aug 85
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Beliefs; Current Events; *Economic Factors; Females; Journalism; *Knowledge Level; Males; *Media Research; Newspapers; News Reporting; Politics; *Public Opinion; *Sex Differences
IDENTIFIERS- *Attitude Strength

Telephone interviews with 389 people were conducted by undergraduate students to test the hypothesis that attention to economic news in the media would result in more beliefs about the economy, and that both news media attention and beliefs would lead to the holding of stronger attitudes toward the current administration's economic policy. Questions on the survey were designed to probe the respondents' knowledge of current economic conditions and leaders in the economic sphere of activity, their attention to economic issues in the media, and their attitudes toward President Reagan's economic policies. Years of formal education and a seven-point party identification scale, running from strong Democrat to strong Republican, were also included in the analysis. The responses indicated that, for men, attention to economic issues in the newspaper predicted attitude strength directly. Education, while predicting beliefs for the men, had no significant direct path to attitude strength. The picture was different for women, for whom education and strength of party identification seemed to be the only predictors of attitude strength. (The questionnaire is appended.) (HOD)

ED 258 265 CS 209 070

Murray, Donald M.
The Writer's I.
PUB DATE- Mar 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Creative Writing; Expressive Language; Higher Education; *Personal Narratives; Technical Writing; *Writing (Composition); *Writing Improvement; *Writing Instruction; Writing Processes
IDENTIFIERS- *Personal Opinion; Personal Writing; *Voice (Rhetoric)

Writing in the first person is not usually tolerated in academic writing under the illusion that the third person insures some kind of objectivity. But writing in the first person is honest, permitting the reader to know that what is being said is a matter of opinion. It is a direct way of speaking about what a writer sees or feels or thinks, and provides an essential detachment for the mind, for ideas and feelings. Perhaps students would think as well as observe, come to conclusions, have opinions, start to speak out with individual voices, persuade, and influence if they were permitted to write in the first person. (HOD)

ED 258 296 CS 504 951

Turchen, Mike
The Native American Experience at Dakota Wesleyan University.
PUB DATE- 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indians; *Communication Apprehension; Course Content; Cultural Awareness; *Cultural Differences; *Cultural Influences; Higher Education; Interpersonal Communication; Public Speaking; Speech Communication; *Speech Instruction; Student Attitudes; *Student Needs; Teacher Student Relationship
IDENTIFIERS- *Dakota Wesleyan University SD; South Dakota

A long standing history of poverty and isolation continues in American Indian communities throughout South Dakota. Dakota Wesleyan University's native American students thus enter college with difficult family situations, substantial personal alienation, negative self-images and self-expectations, and a lack of career direction. Dakota Wesleyan is in a unique position to provide much needed educational services to the American Indians in the state. The institute has committed funds for an American Indian studies program, and provides both liberal arts and career preparation. Dakota Wesleyan offers two courses to meet general education oral communication requirements: fundamentals of speech communication and interpersonal communication. Most Indian students avoid such courses because the public speaking emphasis is alien to the Indian culture. These courses have begun to take into account such cultural differences as the belief that it is disrespectful to speak out in public and a sense of organization that does not always follow the thesis/support format. The experiences of native American students in these courses suggest that instructors must consider cultural differences and be sensitive to the special needs of these students. (HTH)

ED 258 326 EA 017 781

Killian, Joyce E.
Fostering Computer Competence in the School Environment: Guidelines Drawn from Research.
PUB DATE- Nov 84
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (9th, Orlando, FL, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Computer Literacy; Educational Change; *Educational Environment; Elementary Secondary Education; *Faculty Development; *Motivation Techniques; Teacher Attitudes; Teacher Improvement; Teacher Motivation

The results of a 1982 survey indicated that teachers seeking computer literacy were just as unlikely to have had computer experience as were teachers in general, and were even less likely to feel knowledgeable about computers, but were much more likely to come from districts where computer use by teachers received broad institutional support. This evidence suggests that supportive school environments promote teacher interest in learning about and using computers and further suggests that such environments should be developed. A nurturing climate can be enhanced if inservice programs are made available for top administators first, if caution is used in selecting inservice programs, if adequate financial and resource support is provided for computer-oriented programs, and if information is made available and communication encouraged. (PGD)

ED 257 949 CE 041 577

Camp, William G., Comp.
Summaries of Research and Development Activities in Agricultural Education in the United States of America, 1983-1984.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
SPONS. AGENCY- American Vocational Association, Arlington, VA. Agricultural Education Div.
PUB DATE- Feb 85
NOTE- 158p.; For earlier annual summary, see CE 041 576.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Abstracts; Action Research; *Agricultural Education; Classroom Research; Curriculum Development; Curriculum Research; Demography; Doctoral Dissertations; *Educational Development; *Educational Research; Instructional Development; Instructional Materials; Masters Theses; Material Development; Methods Research; Needs Assessment; Operations Research; Outcomes of Education; Postsecondary Education; *Research and Development; *Research Projects; Secondary Education; Test Construction; Trend Analysis; *Vocational Education

This document summarizes 174 research and development activities i agricultural education that were completed between July 1, 1983, and June 30, 1984. The projects, which are listed by state, represent research and development efforts undertaken at 33 institutions in 30 states and include 86 master's studies or theses, 39 doctoral dissertations, and 49 funded or unfunded staff project studies. Each project summary contains the names of the individual or individuals primarily responsible for the project, a project title, information concerning the type of project, the sponsoring institution, and an abstract. Also included in the document are a list of 222 studies or projects in progress during the period under examination, a list of ERIC document numbers for previous regional and national summaries, a list of previous national editors, an author index, and a subject index. (MN)

ED 258 054 CG 018 256

Kingsbury, Nancy M.
An Analysis of Communication Styles in Dual-Career Married Couples' Decision-Making Processes: Preliminary Results.
SPONS. AGENCY- Manitoba Univ., Winnipeg.
PUB DATE- Oct 84
NOTE- 30p.; Paper presented at the Annual Meeting of the National Council on Family Relations (San Francisco, CA, October 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; *Decision Making; *Dual Career Family; Foreign Countries; Interpersonal Relationship; Negative Attitudes; *Sex Differences; *Spouses
IDENTIFIERS- Canada; *Communication Styles

Decision-making in dual-career families is a salient issue due to the lack of societal norms for this type of family unit. A process-oriented model of joint decision making served as the basis for questionnaires and interviews used to study the predictive value of communication style on the outcomes of the decision making process in dual-career marriages. A sample of 51 dual-career couples (N=102) completed self-report questionnaires and a conjoint, tape-recorded interview. A process-power score for the couple was calculated by the response of each spouse to the other in conjunction with a score based on the saliency of the issue. The results indicated that wives used more acts of appeal than did husbands. Husband's use of appeal was the best predictor of subjective outcomes; the higher the acts of appeal, the more satisfactory were the subjective outcomes of decision making. Wive's use of rejecting acts was the second best predictor of subjective outcome; the higher the use of rejecting acts, the more resentful the subjective outcomes toward the decision making process for the couple. Wives who were much more nontraditional than husbands used more acts of appeal than wives where differences in self-role preferences were slight. These results suggest that communication styles influence the process of decision making and that acts of appeal and acts of rejection have the most influence. (NRB)

ED 258 068 CG 018 270

Borduin, Charles M.; And Others

Self-Report versus Observational Assessment of Families with Delinquent Adolescents.

PUB DATE- Aug 84
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). Tables are marginally reproducible due to small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Affective Behavior; Conflict; *Delinquency; *Family Relationship; Fatherless Family; *Observation; Parent Child Relationship; Power Structure; *Self Evaluation (Individuals)
IDENTIFIERS- *Self Report Measures

Although self-reports from individual family members regarding their relationship patterns have been used to assess dysfunctional family processes, researchers often rely upon one family member as the source of such information. A study was undertaken to examine the relationship between mothers', fathers', adolescents', and observers' ratings of family affect, conflict, and dominance. Subjects included 151 intact and 114 father-absent families with a delinquent (N=135) or a normal (N=130) adolescent. Each family member completed the Family Relationship Questionnaire, providing individual ratings of the affect, conflict, and dominance for each family dyad. Observer ratings of these variables were obtained from audiotapes of family members jointly discussing and completing the Unrevealed Differences Questionnaire. The results revealed low to moderate agreement between the ratings of different family members, while there was very low agreement between the ratings of individual family members and observers. There were not substantial differences between members of delinquent and normal families in their agreement about family relations. The differences that did emerge between families with delinquent and families with normal adolescents indicated that mothers and fathers of normal adolescents showed more agreement about their affective relations with the adolescent than did mothers and fathers of delinquent adolescents. The findings suggest that it may be preferable to include multiple vantage points in studies of family relations to better represent the complex nature of intrafamily behavior. (NRB)

ED 258 082 CG 018 284

Lobel, Brana; Hirschfeld, Robert M. A.
Depression: What We Know.
National Inst. of Mental Health (DHHS), Rockville, MD.
REPORT NO.- DHHS-(ADM)-84-1318
PUB DATE- 84
NOTE- 70p.
CONTRACT- NIMH-103346553
AVAILABLE FROM- Superintendennt of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Children; *Clinical Diagnosis; *Depression (Psychology); *Drug Therapy; *Etiology; Genetics; Older Adults; *Psychophysiology; *Psychotherapy; Suicide

This booklet is concerned with the area of clinical depression. Questions about clinical depression are briefly answered in an overview section and are examined in greater detail in the five chapters that follow. In chapter 1, depression is defined and various types of depression are identified. The origins of depression are explored in the second chapter and factors such as sex, age, and other demographic variables are discussed. The role of genetic transmission in clinical depression is examined, and the functions of the brain and neuroendocrine system in clinical depression are explained. Other factors contributing to depression are described: psychophysiology, health and physical illness, personality, cognition, behavior, and life events. The third chapter looks at depression in children and in the elderly and the fourth chapter examines the relationship between depression and suicide. Treatment alternatives are discussed in the fifth chapter, including psychotherapies (cognitive/behavioral therapy, behavior therapy, psychodynamic psychotherapy); pharmacotherapy (tricyclic antidepressants, monoamine oxidase inhibitors, lithium); and electroconvulsive treatment. Current National Institute of Mental Health research programs are listed and briefly described in the conclusion and a table is included which offers suggestions for when and where to seek help. (NRB)

ED 258 096 CG 018 298

Anderson, Cordelia
Child Sexual Abuse Prevention: How to Take the First Steps.
Illusion Theater, Minneapolis, MN.
PUB DATE- 83
NOTE- 35p.
AVAILABLE FROM- Network Publications, ETR Associates, 1700 Mission Street, Suite 203, P.O. Box 8506, Santa Cruz, CA 95061-8506 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; *Child Abuse; Children; Guidelines; *Prevention; *Program Development; *Resource Materials; *Sexual Abuse

This booklet provides advice and guidelines for persons interested in developing and implementing child sexual abuse prevention programs. Eight steps to child sexual abuse prevention are outlined. Step 1 involves recognition that child sexual abuse can be prevented, and provides facts to use when discussing sexual abuse. Step 2 highlights ways of identifying and contacting community resources and services for prevention programming. Step 3 suggests ways to answer community concerns about child sexual abuse prevention education. Step 4 presents operating assumptions used by Illusion Theater, the guide developer, which can serve as a basis for a prevention program philosophy. Step 5, Getting Started, provides guidelines for the size and scope of a program, setting reasonable goals, and gaining access to schools. Phases in developing a child sexual abuse prevention education program are listed and a flow chart of general program development is included. Step 6, Using Existing Resources, lists Illusion Theater resources, and books, curricula, films, videotapes, booklets and miscellaneous materials from other sources. Step 7 discusses evaluation concerns and lists several programs that conducted evaluations. The final step, Moving Toward Prevention, gives suggestions to help society move toward the prevention of child sexual abuse. A list of prevention contacts is also provided. (NRB)

ED 258 110 CG 018 313

Addelston, Lorraine W.; Addelston, Aaron
Japan, Three Chinas, United States and Juvenile Delinquency: 5 Nations, 1 Problem. As Seen by Two Members of the Juvenile Justice Delegation to Asia of People to People International Ambassador Program, Oct. 27-Nov. 17, 1984. Report to the Criminal Justice Committee of the League of Women Voters of New York City.
SPONS. AGENCY- League of Women Voters of the City of New York, N.Y.
PUB DATE- Oct 84
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adolescents; Asian Studies; *Cross Cultural Studies; *Delinquency; *Delinquency Prevention; Delinquent Rehabilitation; *Foreign Countries; *Government Role; Juvenile Courts; *Law Enforcement; Youth Problems
IDENTIFIERS- China (Beijing); Hong Kong; Japan (Tokyo); Taiwan (Taipei)

This report is based on information gathered in preparation for and during a tour of the capitals of Japan, the People's Republic of China, Hong Kong, and Taiwan to study juvenile delinquency in those countries and to examine efforts by their governments to prevent delinquency. Included are ideas, procedures, and programs which delegation members considered useful as models for programs in New York City. Each country is examined in a separate section of the report. The extent of juvenile crime in each country is reviewed along with an examination of the types of offenses committed by juvenile offenders. The roles of education and culture are discussed, the impact of cultural and governmental changes in recent years is explored, and arrest and legal procedures for each country are described. National efforts to prevent crime are explained and visits with criminal authorities, judges, and detention home officials are described. Questions and answers between delegates and officials are included. Visits to reformatories, training schools, rehabilitation programs, and probation programs in each of the countries are described, and the functioning of such programs is explained. A brief summary of highlights of the visits to Tokyo, Beijing, Hong Kong, and Taipei concludes the report. (NRB)

ED 258 124 CG 018 327

Lowe, Doris

School Counselors and School Social Workers: Working Together or Pulling Apart.

PUB DATE- Feb 85
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association of Social Workers (New Orleans, LA, January 31-February 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Certification; *Counselor Role; Elementary Secondary Education; Guidelines; *Intergroup Relations; *School Counselors; *School Social Workers; State Aid
IDENTIFIERS- *Wyoming

This paper recounts the history and relationship of school counselors and school social workers in Wyoming. The establishment of the guidance department at the University of Wyoming and Wyoming's original certification standards for counselors are detailed. The impetus for employing school social workers in Wyoming schools is discussed. The conflict between the two disciplines, arising out of state funding regulations which affected school district hiring practices, is described. The efforts to resolve the dispute of a state task force made up of representatives from both disciplines are described. The recommendations of the task force outlining school counselor and school social worker responsibilities are given. (MCF)

ED 258 139 CS 008 045

Stansell, John C.; Moss, R. Kay

Effects of Reading-Aloud Experiences in the Professional Training of Preservice Elementary Teachers.

PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Literature; Elementary School Teachers; Higher Education; *Methods Courses; *Preservice Teacher Education; *Reading Aloud to Others; *Reading Instruction; Teacher Education Curriculum

As a follow-up of an earlier study indicating that reading aloud to reading methods students influenced them to use children's literature in their teaching, a study investigated (1) the effects of reading aloud in a methods class to students who also read to children regularly during the same semester, and (2) whether the potentially greater effects of both reading to children and being read to by the instructor would be discernible in data gathered by the same Likert-scale questionnaire. All students in the reading methods courses were read to in class each day, and many of those students read to children twice weekly in a volunteer program. At the end of the semester, 24 of the students who had been reading regularly to children were asked to respond to the questionnaire. Results showed that these students agreed more strongly with the questionnaire items than did groups studied previously, bought copies of books read in class, used children's literature in field-experience classrooms and course assignments, and offered a number of positive spontaneous comments about the value of reading aloud to children. (EL)

ED 258 280 CS 209 130

Kosicki, Gerald M.

Policical Identity, Time of Final Vote Decision and Media Use in the 1980 Presidential Election.

PUB DATE- Aug 85

NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Decision Making; *Elections; *Mass Media Effects; Media Research; *Political Affiliation; Politics; *Voting

IDENTIFIERS- *Media Use; *Presidential Campaigns

Time of final vote decision in a national presidential election campaign was explored as the dependent variable in a media effects study conducted earlier as part of the National Election Study of 1980. Political identity, a new measure of partisanship and independence known as the Partisan Supporter Typology, was used as an important contingent condition for political communication effects. Hierarchical regression was used to assess the relative contribution of political identity, other political predispositional factors, and media use in the time voting decisions were made. Results indicated that most of the explained variance at the time of final vote decision could be explained by political identity and predispositional variables, such as political activity and caring which party wins the election. (Author/DF)

ED 258 311 CS 504 970

Valentine, Kristin; And Others

Understanding an Organization through Oral Traditions: "No Kinks, Snakes or Whiners Need Apply."

PUB DATE- Feb 85

NOTE- 37p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Communication Research; *Employer Employee Relationship; Field Interviews; Interaction; *Interpersonal Communication; *Language Styles; *Language Usage; *Oral Language; *Organizational Communication; Speech Communication

IDENTIFIERS- *Oral Tradition; Organizational Culture

Twenty-two interviews were conducted with the owner, managers, employees, suppliers, customers, and competitors of an auto dealership employing 91 people in order to examine the oral traditions of that company. The interviews provided data on management styles, dynamics of the managers' interaction, general language usage, paralanguage, favorable and unfavorable stories, cliches, self disclosures, company line versus individual expression, and organizational phrases. An analysis of the transcripted interviews and field notes indicated that the company (1) showed a bias for action; (2) was close to the customer; (3) valued autonomy and entrepreneurship; (4) believed in productivity through people; (5) had a hands-on, value driven management; (6) stuck to what it knew how to run; (7) believed in a lean staff; and (8) operated with autonomy and discipline. The interviews also revealed that the informants supported the stated company policy, which stresses customer service and organizational growth along with personal aspirations. (Interview questions are included as well as sample stories and anecdotes.) (HOD)

ED 257 976 CE 041 641

Mitchell, Anita M.; And Others

Identify and Plan for Guidance Program Change. Module CG A-1 of Category A--Guidance Program Planning. Competency-Based Career Guidance Modules.

American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

REPORT NO.- ISBN-0-934425-00-0

PUB DATE- 85

NOTE- 54p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 642-662, CE 041 664-674, and ED 248 391.

AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Administrative Change; *Career Guidance; Change Agents; *Change Strategies; Competence; Competency Based Education; Counselor Training; Evaluation Methods; Guidance Objectives; *Guidance Programs; *Inservice Education; Learning Activities; Learning Modules; Planning; Postsecondary Education; Program Development; *Program Improvement; Resources; Workshops

This module is intended to help guidance personnel in a variety of educational and agency settings develop the competencies needed to determine whether changes are needed in the career guidance program in their agencies, to develop a rationale for identifying needed changes, and to develop strategies for change. The module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. Patterned after the Performance Based Teacher Education Modules developed at the National Center for Research in Vocational Education, the modules teach competencies for planning, supporting, implementing, operating, and evaluating guidance programs. The module follows a standard format that includes the following components: (1) an introduction that gives the user an overview of the purpose and content of the module; (2) a section that provides information about the module goal and a list of the competencies covered in the module; (3) a reading containing information on each of the competencies; (4) learning experiences consisting of an individual activity, individual feedback, and a group activity; (5) evaluation techniques that can be used to measure what workshop participants need prior to training and what they have accomplished through training; and (6) an annotated list of resources. (KC)

ED 257 987 CE 041 652

Brooks, Kenneth A.; Boyle, Karen Kimmel

Counsel Individuals and Groups. Module CG C-1 of Category C--Implementing. Competency-Based Career Guidance Modules.

American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- ISBN-0-934425-13-2
PUB DATE- 85
NOTE- 78p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.
AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Career Education; *Career Guidance; *Competency Based Education; Counselor Evaluation; *Counselor Training; *Group Counseling; *Guidance Personnel; Guidance Programs; *Individual Counseling; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; Postsecondary Education

This module, one in a series of competency-based guidance program training packages, focuses on specific professional and paraprofessional competencies of guidance personnel. Modules in Category C suggest how to conduct, accomplish, or carry out selected career guidance program activities. The purpose of this module is to help career guidance personnel develop individual and group counseling skills. It begins with a section that presents the module goal and a listing of the six competency statements. An introduction gives an overview of the purpose and content of the module. The next section presents a reading (cognitive information) on each one of the competencies. Learning experiences related to the needed competencies follow. One learning experience exists for each competency (or cluster of competencies), and each may stand on its own. Each learning experience consists of an individual activity, individual feedback, and group activity. An evaluation section contains a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. A final section lists all references and provides annotations of related major resources. (YLB)

ED 257 998 CE 041 664

Birk, Janice M.; Colby, Pamela G.

Provide Career Guidance to Girls and Women. Module CG C-13 of Category C--Implementing. Competency-Based Career Guidance Modules.

American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

REPORT NO.- ISBN-0-934425-25-6

PUB DATE- 85

NOTE- 80p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641. Adapted by Linda Phillips-Jones.

AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Career Choice; *Career Counseling; *Career Guidance; Check Lists; *Competency Based Education; *Counseling Techniques; Counselor Role; Counselor Training; Educational Legislation; Equal Opportunities (Jobs); Federal Legislation; *Females; Guidance Personnel; Inservice Education; Learning Activities; Learning Modules; Lesson Plans; Nontraditional Occupations; Paraprofessional Personnel; Postsecondary Education; Questionnaires; Secondary Education; Self Evaluation (Individuals); *Sex Fairness; Sex Role; Sex Stereotypes; Social Influences

IDENTIFIERS- Title IX Education Amendments 1972

This learning module, one in a series of competency-based guidance program training packages focusing upon professional and paraprofessional competencies of guidance personnel, deals with providing career guidance to girls and women. Addressed in the module are the following topics: society's influence on shaping differential roles and behaviors for males and females, ways in which myths and lack of correct information perpetuate limited options for females in the world of work, methods for evaluating the sex fairness of career information based on its content and illustrations, strategies for facilitating girls' and women's ability to choose from a wide spectrum of career options, and the implications of Title IX of the Education Amendments of 1972 for a community-based career guidance program. The module consists of readings and learning experiences covering these five topics. Each learning experience contains some or all of the following: an overview, a competency statement, a learning objective, one or more individual learning activities, an individual feedback exercise, one or more group activities, and a facilitator's outline for use in directing the group activities. Concluding the module are a participant self-assessment questionnaire, a trainer's assessment questionnaire, a checklist of performance indicators, a list of references, and an annotated list of suggested additional resources. (MN)

ED 258 009 CE 041 676

Elmore, Richard F.
Youth Employment: National Policy and Local Delivery in Three U.S. Settings.
Washington Univ., Seattle. Inst. for Public Policy and Management.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 35p.; For related documents, see CE 041 677-680.
GRANT- NIE-G-80-0138
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Delivery Systems; *Disadvantaged Youth; Educational Attitudes; Education Work Relationship; *Federal Government; High Risk Persons; Local Government; *Public Policy; Work Attitudes; *Youth Employment
IDENTIFIERS- *Backward Mapping; California (San Francisco); Comprehensive Employment and Training Act; Washington (Clark County); Washington (Seattle)

Research on the local implementation of national policies offering youth employment focused on "high-risk" youth in Seattle, San Francisco, and Clark County, Washington. Data from structured interviews with young people, front-line workers, and local administrators were analyzed using "backward mapping" (going from behavior to delivery-level practice and structure to policy). The picture of young people's entry into the labor market that emerged was characterized by a relatively high degree of movement between school and work, a relatively low degree of reliance on school as a means of entrance to the labor market, and a relatively high reliance on significant individuals rather than institutions or organizations. Front-line workers manifested an underlying tension between developmental and instrumental views of their jobs. Their work involved a high level of individual interaction with young people and coworkers in their own organizations but virtually no contact with people performing similar jobs in other organizations. They had a relatively informal work environment and perceived themselves as having limited control. Perceptions of policy and organization changed significantly as one moved from front-line workers to administrators in delivery organizations and to local government administrators of Federal employment programs. Two surprising research findings were organizational stability and the small effect of structure on delivery-level work. (YLB)

ED 258 155 CS 008 066

Communication Skills, Volume 1. USAF Senior Noncommissioned Officer
Academy, Associate Program, Course 8A.

Air Univ., Gunter AFS, Ala. Extension Course Inst.

PUB DATE- 84
NOTE- 120p.; For related documents, see CS 008 065-070.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Armed Forces; *Communication Skills; Course Content; Extension Education; Language Arts; *Listening Skills; Postsecondary Education; Reading Comprehension; *Reading Skills; Speech Skills; *Writing Processes; Writing Skills

One of six related documents, this publication contains a U.S. Air Force course on communication skills. The course presented is one of three in a program based on the following educational goals for each student: (1) comprehend the principles of effective communication; (2) know some of the factors that enter into international relations, elements of national policy, and the employment of military force in achieving objectives over a broad range of circumstances; and (3) comprehend the concepts and techniques suitable for the effective management of material and human resources. This volume contains lessons on reading effectiveness, effective communication, listening effectively, the writing process, readable writing, and tips on speaking. Lessons present objectives and exercises, as well as content. (EL)

ED 258 327 EA 017 782

Johnson, Wayne Paul; Hickrod, G. Alan
Estimating the Cost of Adequate K-12 Educational Expenditure in Selected Midwestern States: An Adjusted Miner/McMahon Approach.
Illinois State Univ., Normal. Center for the Study of Educational Finance.
SPONS. AGENCY- Illinois School Problems Commission, Springfield.; Illinois State Univ., Normal. Graduate School.
PUB DATE- Mar 85
NOTE- 21p.
AVAILABLE FROM- Publication Sales, Center for the Study of Educational Finance, 340-C DeGarmo Hall, Illinois State University, Normal, IL 61761 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Educational Finance; Elementary Secondary Education; *Expenditure per Student; Expenditures; Mathematical Formulas; *Standards; *State Norms; Statistical Analysis
IDENTIFIERS- Illinois; Indiana; Iowa; Michigan; Missouri; Wisconsin

According to a formula developed to measure the adequacy of state educational finance levels, only three of six selected midwestern states provided adequate levels of expenditure per pupil in 1981-82. The formula for determining adequacy, developed by Jerry Miner and Walter McMahon, consists of totaling adequate levels of expenditure in seven areas: instruction, plant operation and maintenance, fixed costs, administration, transportation, food, and other costs. The level of expense judged adequate in each area is calculated by multiplying the national average expenditure per pupil (designated as the standard of adequacy) by the percentage of national educational expenditures accounted for by the expense category in question, and adjusting the result on the basis of state cost of living indexes when personnel costs are involved. Of the states examined, Illinois, Wisconsin, and Michigan achieved financial adequacy while Iowa, Indiana, and Missouri did not. The methods used by Miner and McMahon to develop their formulas are described; limitations to the findings are discussed; and appendixes are provided identifying actual expenditue levels, levels of adequacy, cost of living variations, and public school enrollment in the 50 states. (PGD)

ED 257 963 CE 041 612

Retention of Students in Vocational Programs. A Sourcebook of Strategies for High School Educators.

New Hampshire State Dept. of Education, Concord. Div. of Instructional Services.

PUB DATE- 85

NOTE- 56p.; For a related document, see CE 041 611.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)

DESCRIPTORS- Abstracts; Classroom Techniques; Community Involvement; Counseling Techniques; Curriculum Development; *Dropout Prevention; Educational Media; Educational Practices; Educational Strategies; Extracurricular Activities; Guidelines; High School Students; Instructional Materials; Learning Activities; *Nontraditional Occupations; Parent Participation; Program Administration; Program Implementation; Publicity; Public Relations; School Counseling; *School Holding Power; Secondary Education; Staff Development; Student Evaluation; *Student Recruitment; Teacher Workshops; *Vocational Education; Workshops

This handbook contains materials to assist high school teachers in increasing enrollment and completion rates in vocational programs preparing students for entry into nontraditional occupations. The first part of the manual outlines practices and activities addressing the following areas: guidance and counseling, special events for students, public relations, direct instruction, communication and the news media, extracurricular activities, use of instructional media, curriculum, assessment, parent and community involvement, administration and management, and staff development and training. Included in the second section are abstracts of 26 different documents dealing with vocational educators' workshops, parent workshops, bibliographies, simulations, sourcebooks, and research reports covering strategies for promoting nontraditional enrollments. An annotated list of recommended curriculum materials is provided in the third section. (MN)

ED 258 023 CE 041 700

Office Education. North Dakota Validated Task Listing. Competency-Based Vocational Education.

North Dakota State Board for Vocational Education, Bismarck.; North Dakota Univ., Grand Forks.

PUB DATE- 85
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; *Bookkeeping; Clerical Occupations; *Clerical Workers; Competency Based Education; Job Analysis; *Job Skills; *Occupational Information; *Office Occupations Education; Postsecondary Education; Secondary Education; *Secretaries

Intended to provide a base for vocational office education instructional programs at secondary and postsecondary levels in North Dakota, this task listing describes the skills needed to be performed by program completers, from the viewpoint of workers in office occupations. A listing of task validators (name, occupation, employer, business city, state, zip code) is provided. Four task lists are included: (1) a composite task listing of general secretarial tasks, general clerical tasks, and accounting/bookkeeping tasks; (2) general secretarial tasks; (3) general clerical tasks; and (4) accounting/bookkeeping tasks. The task lists are divided into these columns: duty (one of a worker's principal responsibilities); task number; secretarial, clerical, and/or accounting/bookkeeping occupational clusters and indication whether the task has been validated as entry level, not entry level, or not performed in that cluster; and the task statement. (YLB)

ED 258 038 CE 041 774

Supply Management.
Marine Corps Inst., Washington, DC.
REPORT NO.- MCI-30.20
PUB DATE- 19 Sep 84
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administration; Administrator Education; Adult Education; Behavioral Objectives; Continuing Education; *Correspondence Study; Course Descriptions; *Decision Making; *Goal Orientation; Individualized Instruction; Learning Activities; *Management Development; Military Training; *Office Management; Study Guides; *Supplies

Developed as part of the Marine Corps Institute (MCI) correspondence training program, this course on supply management is designed to provide the supply chief with an understanding of the fundamental functions of supply management as it applies to a supply office. Introductory materials include specific information for MCI students, a course introduction, and a study guide (guidelines to complete the course). The 15-hour course contains four study units. Each study unit begins with a general objective. The study units are divided into numbered work units, each presenting one or more specific objectives. Contents of a work unit include a text and study questions/exercises. Answer keys are found at the end of each study unit. At the end of the course is a review lesson. Topics covered in the study units include functions of management (planning, organizing, directing, controlling), decision-making process, organizing and managing the supply office, and setting goals. (YLB)

ED 258 125 CG 018 328

McIntosh, Danny N.; And Others
Form of Personal Faith and General and Specific Locus of Control.
PUB DATE- 26 Apr 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Tucson, AZ, April 24-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Beliefs; College Students; Higher Education; *Locus of Control; Religion

Previous research has investigated the role of personal faith and locus of control in attribution. To expand these investigations to include the role of Quest faith (a personal struggle to understand), 154 undergraduates (57 males, 97 females) participated in a study. Participants were those who ranked themselves at least 4 out of 7 on a pre-selection religiosity self-rating sheet and attended church at least once a month. Subjects also completed questionnaires measuring forms of personal faith and locus of control. Attributional tendencies were determined from subjects' ratings of 12 vignettes for the involvement of self, others, chance, and God. Analysis of results showed that intrinsic religion correlated positively with God control and negatively with chance in specific circumstances and with chance and powerful others on the general scales. Extrinsic religion affiliated positively with overall control by chance and powerful others. Quest faith associated positively with control by self for favorable outcomes only and with chance for both favorable and unfavorable outcomes. The nature of the correlations among Intrinsic, Extrinsic, and Quest forms of faith does not appear to explain the pattern of associations with Quest faith. (MCF)

ED 258 140 CS 008 046

Rogers, Theresa; And Others

Teaching a Reading Comprehension Skill: Fact and Opinion.

PUB DATE- Mar 85
NOTE- 111p.; Paper presented at the Annual Meeting of the Illinois Reading Council (17th, Peoria, IL, March 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 4; Intermediate Grades; *Reading Comprehension; *Reading Instruction; *Reading Research; *Teaching Methods
IDENTIFIERS- *Explicit Instruction

An instructional study was conducted (1) to explore the efficacy of using an explicit instruction model versus a basal approach to teach the comprehension or critical reading skills of discerning fact and opinion and evaluating evidence, and (2) to learn whether adding a functional aspect to the instruction would affect the students' acquisition of the skills. Two experimental treatment groups and a control group were formed using 37 fourth grade students. Subjects were assigned to one of three treatment groups: explicit instruction, functional explicit instruction, and no instruction. The hypotheses formulated were that students in the two instruction groups would perform at a significantly higher level on the posttest than the no instruction group, and that the functional explicit instruction group would perform better on those sections of the posttest dealing with extended text. The results indicated that explicit instruction is beneficial for poorer readers but not for better readers. No differences in performance among the three groups were found on those sections of the posttest dealing with extended text. Extensive appendixes include models of explicit instruction, research data, explicit instruction materials, functional explicit instruction materials, and the posttest. (EL)

ED 258 172 CS 208 772

Lesson Plans in Communication Arts B. Preparation for Raising Educational Performance. HS PREP Program .

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

PUB DATE- 83

NOTE- 121p.; For related documents, see CS 208 771, ED 244 034, and ED 244 045.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Communication Skills; English Instruction; Grade 9; Language Skills; Lesson Plans; *Listening Skills; *Reading Instruction; *Remedial Instruction; Secondary Education; Sequential Learning; *Speech Skills; Summer Programs; *Writing Instruction

Developed to assist teachers of communication arts in the high school PREP (Preparation for Raising Education Performance) summer classes, the 30 75-minute lessons in this second of two handbooks are designed to help ninth graders operating with below grade level reading skills (around the 3rd-5th grade level) improve their reading comprehension. The lessons, set within a sequence of instruction that recapitulates actual language development, cover listening, speaking, reading, and writing, and begin by exploring students' prior knowledge and experiences as a foundation for the new concepts to be learned. Writing is included as a daily activity. In addition to the lessons, the document contains a daily instructional design, an outline for a whole-class reading lesson, a description of "word banks" to be kept by each child, lists of reading materials, discussions of the language experience and the Fernald approaches, and suggestions for teachers on goals, directed reading activities, and homework review. (HOD)

ED 258 188 CS 208 891

Moss, R. Kay

Transactions among Teachers and Children: Teachers' Instruction and the Writing Processes of Kindergarten Children.

PUB DATE- 85
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; Classroom Environment; Interpersonal Communication; *Kindergarten Children; Primary Education; *Teacher Behavior; Teacher Effectiveness; *Teacher Student Relationship; *Writing Instruction; *Writing Processes; *Writing Research

A study was conducted to document the written language of kindergarten children as a transaction among writers, teachers, and the writing process. Six children's writing processes and two teachers' instructional behaviors were examined using videotaped observations during an eight month period in two kindergarten classrooms. Writing products of the entire classroom were collected. Interviews with the child writers and the teachers were conducted to monitor participant perceptions regarding both teacher instruction and children's writing behaviors. Teachers' instructional decisions were found to be the most important influences on children's writing processes in the classroom. Children in the natural language-learning classroom tended to be more message-centered and self-reliant than did children in a standardized, sequential writing classroom. The results indicated that children, when given the opportunity to take risks with written language, create with semantic intent. (Author/DF)

Whitney, D. Charles; And Others
Geographic and Source Biases in Network Television News 1982-1984.
PUB DATE- Aug 85
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bias; Content Analysis; *Geographic Regions; Journalism; Network Analysis; *News Media; *Television; *Television Research
IDENTIFIERS- *News Sources; *Television Networks

Content analysis of 5,190 news stories appearing on network weekday evening newscasts between May 1982 and April 1984 reveals under- and overrepresentations of geographic/political subdivisions and of individuals representing various social groups within the United States and internationally. More specifically, on "geographic" biases, states and regions that are home to newsgathering centers are proportionately overrepresented. Continued support is found for an "eclipse" effect, in which a majority of the news comes from one state or city within a geographic region. Sources, as expected, are biased toward extant centers of power, particularly government, partisan politics, the military, business, and professions. Sources not identified as members of major social institutions, "unknowns," appear in the news primarily in frames previously provided by network news, the study's data indicate. (Author/DF)

ED 258 234 CS 209 020

Dieterich, Dan

Real Readers for Real Writers.

PUB DATE- Mar 85

NOTE- 5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Business Communication; *Business Correspondence; *Business English; Expository Writing; Higher Education; *Relevance (Education); Teaching Methods; *Technical Writing; Writing (Composition); Writing Exercises; Writing Improvement; *Writing Instruction; Writing Skills

In the business writing class, teachers should consider the following suggestions: (1) capture students' interest and involve them, (2) prepare them for life outside the English classroom, (3) help them better understand the writing process, and (4) show them that writing occurs in a context that includes a writer, one or more readers, and a host of other factors. In addition, it is important to provide students with firsthand writing experiences by refusing to give them purposeless textbook writing assignments and by having them write to real readers about their own real concerns. Examples of assignments fulfilling this purpose include the following: complaint letters, letters of appreciation, letters proposing a change, job application letters, resumes, annotated bibliographies on topics of general interest, instructional advice, material based on local history, guides to public buildings, and rewriting existing brochures as well as creating new ones. (EL)

ED 258 250 CS 209 049

Fregly, Marilyn S.

Fund Raising and Institutional Advancement.

PUB DATE- Aug 85
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Capital; Course Content; Course Descriptions; Donors; Educational Finance; Endowment Funds; Finance Occupations; *Financial Support; *Fund Raising; Graduate Study; Higher Education; Income; *Institutional Advancement; Investment; *Private Financial Support; *Program Proposals; School Funds

A 15-week semester graduate course in fund raising and philanthropy is described in this paper. After the course objectives are listed, the paper presents a course outline that contains five topical issues: the historical framework of charitable giving, the economics of philanthropy, benefactors, sources of philanthropic opportunity, and research in institutional advancement. Major course assignments described in the paper are to write a funding proposal to the fund source, complete with budget, and to analyze a national fund raising campaign, including the grass roots strategies to localize the promotion. The appendix contains a nine-page list of reference works useful in fund raising. (EL)

ED 258 266 CS 209 071

Dowdey, Diane

Bridging the Gap: Science for a Popular Audience.

PUB DATE- Mar 85

NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Literary Devices; *Scientific and Technical Information; Scientists; *Technical Writing; *Writing for Publication; Writing Skills

IDENTIFIERS- *Audience Awareness; *Writing Style

This paper was based on a study of the writings of six scientists for lay readers and discussions with the authors on their concepts of audience and audience adaptation. Scientists who write popular or literary essays use several devices and methods that allow the successful transference of technical or scientific information to a general audience. These techniques include focusing on an audience with little scientific background; never underestimating the readers' intelligence or overestimating their knowledge; using biography, autobiography, and personal anecdotes to add a human element; using personal pronouns; focusing on a specific, concrete example; using comparison and contrast; and using humor. Scientific writers hope that by using these devices they can change public opinion about science and scientists. Writings of the six science authors are listed in the bibliography. (EL)

ED 258 281 CS 209 131

Hurd, Robert E.

Public Perceptions of Its Information Needs and the Utility of News Media Content during the 1984 Presidential Election Campaign.

PUB DATE- 6 Aug 85
NOTE- 43p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Attitudes; Elections; Information Sources; Journalism; Mass Media Effects; *Media Research; *News Media; News Reporting; Political Attitudes; Politics; *Public Opinion; *User Satisfaction (Information); *Voting
IDENTIFIERS- Media Use; *Presidential Campaigns; Tennessee (Knoxville)

Data were gathered in two phases during the 1984 presidential election campaign in an effort to examine the public's perceived information needs. In the first phase of the study, interviews were conducted with a small sample of Knoxville, Tennessee area adults to Tennessee area adults to ascertain their attitudes and perceptions concerning the election campaign, its coverage by the news media, and the types of information they found interesting or useful. In the second phase, respondents estimated the perceived distance between concepts representing the news media, types of information, and the attributes "interesting" and "decide how to vote." Findings suggest that respondents found information about candidate abilities and voting records to be significantly more useful in deciding how to vote than less substantive information. News media were perceived to emphasize information less useful and no more interesting. (Author/HOD) information less useful and no more interesting. (Author/HOD)

ED 258 297 CS 504 952

Kreps, Gary L.
Interpersonal Communication in Health Care: Promises and Problems.
PUB DATE- May 85
NOTE- 23p.; Paper presented at the Annual Meeting of the Eastern Communication Association (76th, Providence, RI, May 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Communication Problems; *Communication Research; *Communication Skills; Health Personnel; *Health Services; *Interpersonal Communication; Interpersonal Relationship; *Research Needs; Speech Communication

Interpersonal communication plays an important role in health and health care. Five topic areas of problem-oriented interpersonal health communication research demonstrate this important role: lack of patient compliance, miscommunication and misinformation, insensitivity, unrealistic and unfulfilled expectations, and dissatisfaction. More recently, research in interpersonal health communication has examined the social support functions of interpersonal communication in health care. These studies have demonstrated the need for expressive social communication contacts with others to help maintain individual well-being and psychological health. Unfortunately the focus of research studies thus far has been on the interpersonal communication needs of health care providers, often ignoring the interpersonal communication needs of health care consumers, different specialized areas of health care delivery, and the aged. Future research should be designed to (1) identify the specific communication competencies needed by people involved in digestive disease health care, (2) establish performance-based measures for health communication competencies, and (3) develop educational strategies to help health care consumers and providers cultivate the health communication competencies identified. (HOD)

ED 257 936 CE 040 648

Pay Inequities for Women: Comparable Worth and Other Solutions. A Report and Summary of 1981 Hearings: San Francisco, Los Angeles, Sacramento, Fresno, Eureka.

California State Commission on the Status of Women, Sacramento.

PUB DATE- Aug 83
NOTE- 34p.; Cosponsored by the California Dept. of Industrial Relations, the Fair Employment and Housing Commission, and the California Dept. of Fair Employment and Housing.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Career Education; Employment Practices; *Females; Hearings; *Salary Wage Differentials; *Sex Discrimination; *Sex Fairness; Wages
IDENTIFIERS- *Comparable Worth

This report presents information from 11 hearings in five California cities on pay inequities affecting many working women. It begins with a general discussion of the wage gap as a persistent fact of life. Causes of differences in male/female pay are considered, including gender segregation in jobs, labor market conditions, employee characteristics, content of work, union membership, and prevailing wage rates. The next section offers a brief history of the concept of equal pay for work of comparable value. Case histories are provided, and the four essential elements of the comparable worth statute passed by the California State Legislature are described. Critical questions related to the concept of comparable worth are then addressed, including job evaluation, costs, supply and demand as a determinant of wages, and collective bargaining. A section on job evaluation describes the four most common types now practiced and provides descriptions of job evaluation processes in three actual work settings. A final section looks ahead and considers social implications of comparable worth and the role trade unions can play. Appendixes include ordering information for hearing transcripts, a listing of individuals and organizations submitting testimony, texts of major current laws, and the legal context for comparable worth. (YLB)

ED 257 950 CE 041 581

Owen, Gordon
Teaching Communicative Effectiveness to Life Long Learners.
PUB DATE- 19 Mar 85
NOTE- 19p.; Paper presented at the Annual Meeting of the Western Gerontological Society (31st, Denver, CO, March 19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Classroom Techniques; *Communication Skills; Course Content; Course Descriptions; Curriculum Development; Educational Needs; Educational Strategies; *Gerontology; Higher Education; Interpersonal Competence; *Lifelong Learning; *Older Adults; Postsecondary Education; Program Effectiveness; *Speech Handicaps; Speech Therapy; Teacher Education; *Teaching Methods
IDENTIFIERS- *New Mexico

Faculty from the Department of Speech at Mexico State University set out to design a course in interpersonal and public communication for lifelong learners that would be relevant and appeal to both older adults and younger traditional-aged students working toward certification as a gerontological care provider. The course was designed to teach understanding and acceptance of the aging process, create an understanding of the nature of the self-concept and factors that are believed to stabilize it at a positive level, provide opportunities for socialization and interaction in small groups, encourage older learners to remain mentally active, and stress the value of past experience to society's current problem-solving challenges. Despite the careful needs assessment and curriculum planning efforts undertaken to develop the course, insufficient enrollment forced its cancellation. Lack of a comprehensive publicity effort, the inconvenient meeting time and location assigned for the course, and an inadequate description of the course in the course schedule were cited as probable reasons behind the course's failure to attract sufficient enrollment. These problems were addressed so that the course could attract the necessary number of students to continue its existence. (MN)

ED 258 055 CG 018 257

Colquitt, Alan L.; And Others
A Factor Analytic and Regression Approach to Functional Age: Potential Effects of Race.
PUB DATE- 17 Nov 84
NOTE- 31p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (Baltimore, MD, April 12-15, 1984). This research was supported by a series of small grants from the Retirement Research Foundation.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging (Individuals); Blacks; Cognitive Measurement; *Cultural Influences; *Factor Analysis; Hispanic Americans; Measurement Techniques; *Multiple Regression Analysis; Perceptual Development; *Racial Factors; *Statistical Bias; Whites
IDENTIFIERS- *Functional Age

Factor analysis and multiple regression are two major approaches used to look at functional age, which takes account of the extensive variation in the rate of physiological and psychological maturation throughout life. To examine the role of racial or cultural influences on the measurement of functional age, a battery of 12 tests concentrating on cognitive and perceptual-cognitive variables, and a background information questionnaire were administered to 81 White and 84 minority (25 Blacks, 59 Hispanics) adults. Principal components factor analysis was conducted on the battery of tests for the entire subject pool, and for the whites and minorities separately. Multiple regression analysis was performed, regressing chronological age on the test battery. The results from these two analyses suggest the appearance of differing factor structures and regression equations between the minority and white subsamples. In addition, they suggest that results from pooled sample analyses may not be representative of the separate subsample analyses. It may be concluded from these data that the statistical procedures used to define functional age yield results which are not invariant across ethnic groups, and this may call into question the generality of the procedures used to assess functional age. (NRB)

ED 258 083 CG 018 285

Winer, Jane L.; And Others
Psychological Models of Engineering Careers.
PUB DATE- 18 Apr 85
NOTE- 71p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (31st, Austin, TX, April 18-20, 1985). For related document, see CG 018 263.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; *Career Counseling; Civil Engineering; *College Freshmen; *Decision Making Skills; *Engineering; Higher Education; Literature Reviews; Models
IDENTIFIERS- *Strong Campbell Interest Inventory; Texas Tech University

An interdisciplinary effort by Texas Tech University to help undergraduate civil engineering students make better-informed occupational choices is the subject of this paper. The theoretical and empirical bases of the project, which is designed to improve counseling of freshmen students for both inter- and intra-occupational decision making, are presented. The paper is divided into four sections, each of which deals with a different aspect of the topic "Psychological Models of Engineering Careers." Occupational similarities and differences within and between several types of engineers are examined in the first section which reviews research in the field of engineering. In the second section, psychological decision theory is suggested as a framework for studying career decision making. General models of career decision making are discussed, the career decision making of college students is reviewed, and career decision models which expand the general models to give a more comprehensive view of college students' decision behavior are examined. The match between engineering students and their career choices is discussed in the third section. An analysis of the Strong-Campbell Interest Inventory is provided in the final section. Each section is complete within itself and contains its own list of references. (NRB)

ED 258 097 CG 018 299

Greenwald, Anthony G.; And Others
Self-Esteem, Self-Consciousness, and Access to Self-Relevant Knowledge.
PUB DATE- May 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (57th, Chicago, IL, May 2-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; College Students; Higher Education; Individual Differences; Predictor Variables; *Self Concept; *Self Esteem
IDENTIFIERS- *Self Consciousness; *Social Anxiety

In recent years, the study of the self has been concentrated in the areas of self-esteem, individual differences in self-relevant cognition, and the processes of self-relevant cognition. To validate understanding of the individual difference dimensions of public and private self-consciousness and self-esteem, college students (N=101) completed the Self-Consciousness Scale and two self-esteem measures, the Rosenberg Self-Esteem Scale (S-E) and the Texas Social Behavior Inventory (TSBI). In addition, they generated lists of self-relevant knowledge in nine categories. Analysis of the results indicated the the correlation between private self-consciousness and the grouped-category measure of private self-knowledge production was near zero, as was the correlation between public self-consciousness and the measure of production of public self-knowledge. The measure of social anxiety correlated negatively with all but one measure of knowledge productivity and positively with all the measures of overlap for the self-knowledge measures. The data pattern for social anxiety was approximately a mirror image of the patterns for the two self-esteem measures, indicating that the social anxiety measure has some properties of a self-esteem scale with reversed direction of measurement. Self-relevant knowledge production was better predicted by measures of self-esteem and social anxiety than by measures of public and private self-consciousness. (NRB)

ED 258 203 CS 208 967

Williams, Jim

First Published Fiction of 1979: An Examination of Its Critical Reception by the Book Review Media and a Suggestive Study of Library Purchases Gauged by Holdings Institutions Displayed on Cataloguing Records in OCLC.

PUB DATE- 80
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Authors; *Book Reviews; *Fiction; *Libraries; *Library Collections; *Library Material Selection; Library Research; Literature Reviews; Marketing; Writing for Publication
IDENTIFIERS- *OCLC; Readership Analysis

A study was conducted in which fiction reviews in five primary book review journals were read to identify titles by previously unpublished fiction writers issued in hardcover by U. S. commercial publishers during 1979, to analyze this critical evaluation, and to gauge the purchase of these titles by libraries. Totals of 216 novels and 10 short-fiction collections were studied. Library purchases were gauged from holding reports displayed on cataloguing records in the OCLC (Online Computer Library Center) database. Information was collected from the review media and reference sources to judge success elsewhere. While the first published fiction was given less attention by book reviewers and bought in fewer numbers by OCLC participants than a sample of new titles by veteran fiction authors, the number of new titles totally ignored was relatively small. The more widely reviewed and better rated titles were the most extensively held in OCLC and also the ones found to be popular on other markets. (Five appendixes include 28 best selling first fiction titles among OCLC participating libraries, 27 first fiction titles with a comprehensive rating of favorable, 6 first novels, 18 new fiction titles, and other first fiction titles studied.) (EL)

ED 258 312 CS 504 971

Pisoni, David B.; And Others
Speech Perception, Word Recognition and the Structure of the Lexicon. Research on Speech Perception Progress Report No. 10.
Indiana Univ., Bloomington.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- May 85
NOTE- 31p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, IL, May 2-4, 1985).
GRANT- NIH-NS-12179-08
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Auditory Perception; Communication Research; *Dictionaries; *Learning Theories; *Listening Comprehension; Models; Phonemes; Simulation; Speech Communication; *Word Recognition
IDENTIFIERS- *Cohort Theory of Word Recognition; Phonetic Refinement Theory; *Theory Development

The results of three projects concerned with auditory word recognition and the structure of the lexicon are reported in this paper. The first project described was designed to test experimentally several specific predictions derived from MACS, a simulation model of the Cohort Theory of word recognition. The second project description provides the results of analyses of the structure and distribution of words in the lexicon using a large lexical database. In this discussion, statistics about similarity spaces for high and low frequency words are applied to previously published data on the intelligibility of words presented in noise, and differences in identification are shown to be related to structural factors about the specific words and the distribution of similar words in their neighborhoods. Finally, the third project description reports efforts at developing a new theory of word recognition known as the Phonetic Refinement Theory, which was designed to incorporate some of the detailed acoustic-phonetic and phonotactic knowledge that listeners have about the internal structure of words and the organization of words in the lexicon, and about how they use this knowledge in word recognition. (Author/HOD)

ED 258 069 CG 018 271

Steblay, Nancy Mehrkens

Self-Evaluation: The Type A Pattern.

PUB DATE- Aug 84
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Aspiration; *Cognitive Style; College Students; Comparative Analysis; Higher Education; Locus of Control; Self Evaluation (Individuals); *Self Reward
IDENTIFIERS- *Self Efficacy; *Type A Behavior

Although the behavioral element of the Type A pattern has been identified, the cognitive component of the complex is less well understood. To examine the relationships of self-focused attention, standards for performance, and performance evaluation to Type A behavior, 72 undergraduates were studied. Subjects were classified as Type A (N=36) or Type B (N=36) according to their scores on the student form of the Jenkins Activity Survey-Form T. Subjects completed a self-efficacy measure four times during a semester, and also completed the Self-Consciousness Scale, and the Frequency of Self-Reinforcement Attitudes Questionnaire. The results indicated that Type A students aspired to higher levels of academic performance, although actual performance was not different from Type B students. Type A students also demonstrated a greater concern with social appearance, a more intense internal focus, and a lower level of self-reinforcement compared to Type B subjects. A second sample of 32 Type A and 54 Type B undergraduates were administered the same measures, completing the self-efficacy measures twice in the same semester. The strong findings regarding self-efficacy in the first sample were not found in this second sample. The overall pattern of data suggest a self-critical Type A cognitive strategy which stresses high ideals, but fails to self-reinforce for performance below the ideal. (NRB)

ED 258 111 CG 018 314

Anderson, Craig A.; Sechler, Elizabeth S.
Effects of Explanation and Counter-Explanation on the Development and Use of Social Theories.
PUB DATE- May 85
NOTE- 67p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (57th, Chicago, IL, May 2-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; Bias; *Cognitive Processes; College Students; Decision Making; *Evaluative Thinking; Higher Education; Influences; *Social Theories
IDENTIFIERS- *Explanations

Social theories (beliefs about relationships between variables in the social environment) are often used in making judgments, predictions, or decisions. Three experiments on the role of explanation processes in the development and use of social theories were conducted. The first experiment assessed the effects of explaining a hypothetical relationship between social variables on subsequent social theories by asking undergraduates (N=26) to create causal explanations for hypothetical outcomes to studies involving social variables. In the second experiment, undergraduates (N=43) in various experimental conditions explained possible relationships between a person's level of risk preference and his ability as a firefighter. The third experiment, involving 77 undergraduates, examined the effects of explanation-induced social theories on the evaluation of new, relevant, ambiguous data, and the effects of such data on one's final social theories. Explaining how or why two variables might be related led to an increased belief in and use of the explained theory. A counter-explanation task effectively eliminated this initial explanation bias. These explanation and counter-explanation effects occurred in a variety of theory domains, with simple belief measures, and with complex social judgments involving multiple predictor variables. Although new, nonemotional, explanation-induced beliefs did not lead to biased evaluation of new data, exposure to new data indicating a zero relation between the social variables in question, moderated but did not eliminate, the explanation-induced theories. (NRB)

ED 258 156 CS 008 067

Student Data Survey. USAF Senior Noncommissioned Officer Academy, Associate Program, Course 8A.

Air Univ., Gunter AFS, Ala. Extension Course Inst.

PUB DATE- 84
NOTE- 11p.; For related documents, see CS 008 065-070.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Armed Forces; *Personnel Data; Postsecondary Education; *Student Needs

One of six related documents, this publication contains a survey designed to gather data about the student populace that will aid in identifying areas of a U.S. Air Force extension course in which the quality of the course may be improved. A "student request for assistance" form is included. (EL)

ED 258 010 CE 041 677

Elmore, Richard F.; Narver, Betty Jane
Youth Employment Delivery Systems: Case Studies of Three Settings.
Washington Univ., Seattle. Inst. for Public Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 140p.; For related documents, see CE 041 676-680.
GRANT- NIE-G-80-0138
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Career Education; Case Studies; *Delivery Systems; *Disadvantaged Youth; *Employment Programs; Federal Aid; *Federal Programs; High Risk Persons; High Schools; Out of School Youth; Postsecondary Education; Secondary Education; *Youth Employment; *Youth Programs
IDENTIFIERS- California (San Francisco); Comprehensive Employment and Training Act; Washington (Clark County); Washington (King County); Washington (Seattle)

Three case studies are offered of the delivery structure for employment programs dealing with "high-risk" youth in three settings. These three, representing distinctive types of delivery systems prevalent in the implementation of federally funded employment programs, are (1) Seattle-King County, where the designated local recipient of Federal funds contracts with other units of local government to deliver services; (2) Clark County, Washington, where a county agency covering a rural-metropolitan area delivers services through its own agencies; and (3) San Francisco, where a unit of local government contracts primarily with nonprofit community agencies to deliver services. Data are from unstructured and structured interviews with employment administrators at the local level, front-line personnel in organizations delivering services, and young people. The case studies are presented in this format: (1) discussion of general characteristics of structure and operations, including the local-level agency with general responsibility for Federal employment policy, the organizations with delivery-level responsibility, the local political setting and labor market, and the structure of administrative relations between central administrators and service deliverers; (2) discussion of the nature of delivery-level work in service delivery organizations; and (3) discussion of young people's perceptions and experiences with school, work, and employment programs. (YLB)

ED 258 024 CE 041 714

Cooperative Part-Time Training. A Guide for Coordinated Vocational-Academic Education Teacher-Coordinators. Revised.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

PUB DATE- 84

NOTE- 91p.; Revised by Charles R. Traylor.

AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. TI-158-TG).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Academic Education; Admission Criteria; Advisory Committees; Classroom Design; Cooperative Education; Coordination; Facility Planning; Guidelines; *Instructional Development; *Instructor Coordinators; *Program Administration; Publicity; Public Relations; Recordkeeping; Records (Forms); Secondary Education; Statewide Planning; Student Organizations; Student Placement; Teacher Role; Training; *Vocational Education; Vocational Education Teachers

IDENTIFIERS- *Coordinated Vocational Academic Education; Texas

This guide is designed to serve as a reference for teacher-coordinators involved in the delivery of cooperative part-time training that is part of a coordinated vocational-academic education program. Addressed in the individual sections of the guide are the following topics: related subject-area instruction for vocational students, the role of the coordinator, selection of students, selection of training stations, placement of students, coordination, training plans, advisory committees, classroom facilities, organization and administration of a chapter of the Vocational Opportunities Club of Texas, publicity and public relations, and procedures for closing out the school year. An appendix to the guide includes various forms and certificates for use in maintaining permanent student records and coordinating a cooperative education program. (MN)

Food Service Fundamentals.
Marine Corps Inst., Washington, DC.
REPORT NO.- MCI-33.4j
PUB DATE- 7 Jan 82
NOTE- 136p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Continuing Education; *Correspondence Study; Course Descriptions; *Equipment; *Equipment Utilization; *Food Service; Individualized Instruction; Learning Activities; Microbiology; Military Training; *Occupational Home Economics; Safety; *Sanitation; Study Guides

Developed as part of the Marine Corps Institute (MCI) correspondence training program, this course on food service fundamentals is designed to provide a general background in the basic aspects of the food service program in the Marine Corps; it is adaptable for nonmilitary instruction. Introductory materials include specific information for MCI students and a study guide (guidelines to complete the course). The 16-hour course consists of four chapters (five lessons). Each unit consists of a text and a lesson sheet that details the study assignment and sets forth the lesson objective. A written assignment is also provided. Topics covered in the lessons include introduction to the food service program, food microbiology, sanitation (health standards, personal hygiene, food sanitation, dishwashing methods), and food service equipment, utensils, and safety precautions. The lesson sheets and written assignments are found at the end of the package of materials. (YLB)

ED 258 189 CS 208 924

Kelly, James D.
A Content Analysis of Foreign Correspondent Reports from Nicaragua and El Salvador.
PUB DATE- Aug 85
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bias; Content Analysis; Developing Nations; *Foreign Countries; Journalism; *Media Research; *Newspapers; *News Reporting
IDENTIFIERS- El Salvador; *Foreign News Correspondents; Los Angeles Times; *News Perspective Bias; New York Times; Nicaragua

Critics of international news flow characteristics have charged that news is biased toward the interests of the developed world and against the developing world, thereby giving an unrepresentative image of their countries to the United States reader. A study was conducted to examine the output and presentation of reports by foreign correspondents in Nicaragua and El Salvador, both those working for transnational news agencies and those working for specific newspapers, in one month each of the "New York Times" and the "Los Angeles Times." A content analysis was made to determine findings on the length and number of reports, their location in the paper, the nationality of the main actor in each report and whether the report was mainly about conflict, reconciliation, or some other topic. The hypothesis was that El Salvador would be represented more favorably than Nicaragua because the government of El Salvador is supported by the U. S. government while the government of Nicaragua is not. Findings indicated the bias was subtle but nevertheless present. (Tables of findings are appended.) (Author/DF)

ED 258 219 CS 208 997

Towers, Wayne M.; Hartung, Barbara W.
Magazine Readership and Some Uses and Gratifications: A Replicated Approach.
PUB DATE- Aug 85
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Incentives; *Information Needs; Journalism; Mass Media; *Media Research; Motivation; *Periodicals; *Reading Habits; Reading Interests; *Research Methodology
IDENTIFIERS- *Readership Analysis; *Uses and Gratifications Research

Since the concepts of surveillance (international information and keeping up with the job that the government is doing), diversion (being entertained and killing time), and interaction (people learning more about themselves) have been developed for newspaper and television but not necessarily for magazines, a study applied 14 uses-and-gratifications statements concerning these concepts in an initial telephone sample of 543 adults in a western urban area and a replicated telephone sample of 557 adults from the same area. Overall, the findings revealed that magazine readership in general was related to the diversion idea of improving the reader's lifestyle and the interaction concept of getting information to pass on to other people. Reading consumer magazines was specifically related to improving lifestyles, while reading newsmagazines put more emphasis on the interaction of understanding what is going on. Finally, magazine nonreaders were more likely to be oriented toward local information, an area rarely, if ever, covered by the magazine medium. (HOD)

ED 258 235 CS 209 021

Pasternack, Steve; Utt, Sandra H.
Readers' Response to Appearance of Competing Metropolitan Dailies.
PUB DATE- Aug 85
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; Comparative Analysis; Content Analysis; *Design Preferences; *Graphic Arts; Higher Education; *Layout (Publications); *Media Research; *Newspapers; *Reader Response; Reading Habits
IDENTIFIERS- Media Use; Typography

A study was conducted to examine newspaper readers' responses to front page design and to explore the perceived differences among traditional, modern, and modular formats of newspaper design. Slides of the front pages of 10 pairs of competing daily newspapers were shown to 91 journalism students. After viewing three slides for each paper, subjects completed a semantic differential instrument for each one. Students also indicated how attractive they found nine appearance devices for the newspapers and completed a profile questionnaire. Respondents generally gave moderate to good ratings to most newspapers on most dimensions. Only one of the pairs of papers showed a significant difference on any of the 15 quality ratings. The "Evening Sun," Baltimore's circulation leader, was perceived as much bolder than the competing "News American." Modular papers, although perceived as bolder, more modern, and more readable, were also viewed as less professional and as containing softer news. Traditional papers were seen as more valuable, more accurate, and running harder news, but also as old fashioned and more dull. Newspapers using the modern format scored higher across the 15-item quality dimension, with the "Detroit News" scoring highest in overall quality. Subjects who read newspapers regularly were more likely to find the use of graphs and charts attractive than were nonregular readers. (HTH)

ED 258 251 CS 209 050

Jensen, Dwight Wm.

Toward a Normative Theory of Freedom of the Press.

PUB DATE- Aug 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Capitalism; Democracy; Democratic Values; Developing Nations; Economic Factors; *Freedom of Speech; *Influences; *Journalism; Marxism; Political Issues; Social Problems; *Theories
IDENTIFIERS- Locke (John); Marx (Karl); *Theory Development

In considering the possibility of a normative theory of freedom of the press, this paper examines arguments about such freedom in the Third World and elsewhere. Some of the arguments discussed in the paper are derived from the theories of John Locke and Karl Marx; others are drawn from the concepts of divine rights, elitism, liberal democracy, and capitalism. The paper considers these arguments against a background of cultural, religious, social, and human issues. (HOD)

Woods, William F.

The Cultural Tradition of Nineteenth-Century "Traditional" Grammar Teaching.

PUB DATE- Mar 85
NOTE- 21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Diachronic Linguistics; *Educational History; *English Instruction; Grammar; Higher Education; Integrated Activities; Literature Appreciation; Rhetoric; *Traditional Grammar; Writing Instruction

By identifying the cultural roots of traditional grammar, a better understanding may occur as to why grammar will continue to be taught the way it is. The idea of "grammar as cultural heritage" begins with language and literature studies, which were the foundation of middle and upper class Roman schooling and included reading, writing, listening, and speaking. The program was considered a preparation for instruction in rhetoric and was integrated with the study of literature and with practice in writing. The interest in classical studies in Renaissance Europe resulted in the Latinized grammar of English, which was the foundation of English instruction until the middle of the nineteenth century. Three myths about the study of grammar developed: that it strengthens the mind for other tasks, that it "corrects" our language, and that it is a means of enculturation. Instead of grammar study, the study of vocabulary, etymology, syntax, and style can be brought into the lower division composition and literature courses where they can provide a discipline, that is, a common analytical vocabulary for close analysis of the text, a method for aiding interpretation and judgment of a piece of writing, and a sensitivity to the text that is possible through a sensitivity to and knowledge of language. (EL)

ED 257 964 CE 041 613

Owens, Thomas R.
Oregon High School Follow-up Study. Statewide Findings.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of Vocational Education.; Washington County Education Service District, Portland, OR.
PUB DATE- Oct 84
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Dropout Research; *Dropouts; Educational Attitudes; Educational Benefits; *Employment Patterns; Females; Followup Studies; Graduate Surveys; *High School Graduates; Influences; Job Satisfaction; *Outcomes of Education; Postsecondary Education; Program Content; Questionnaires; Salary Wage Differentials; School Role; Secondary Education; State Surveys; Tables (Data); Teacher Attitudes; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- Impact Studies; *Oregon

A followup study collected data from and concerning 1981 high school graduates and early leavers from 19 schools throughout Oregon in order to determine the effects of vocational training on employment and further education beyond high school. Data from 1,296 former students, 672 of whom had taken at least one year of vocational cluster courses, were analyzed along with the responses of 65 vocational education teachers to a vocational education program features survey. Approximately half of the former vocational education students were working full-time, 19 percent were employed part-time and 30 percent were enrolled in school. Among the former nonvocational students, 41 percent were employed on a full-time basis, 21 percent had part-time jobs, and 41 percent were enrolled in school. Five percent of each group were unemployed. Wages did not differ between former vocational and nonvocational students; however, females in both groups earned significantly less than their male counterparts. Less than 10 percent of respondents in each group were dissatisfied with their current job. Fifty-nine percent of the vocational graduates and 40 percent of the nonvocational graduates judged their vocational courses to be closely or somewhat related to their current job, with approximately half of the respondents in each group wishing they had taken more vocational classes while in high school. (This paper includes 31 tables and a copy of the student survey instrument.) (MN)

ED 257 977 CE 041 642

Stein, Walter; Drier, Harry

Organize Guidance Program Development Team. Module CG A-2 of Category A--Guidance Program Planning. Competency-Based Career Guidance Modules.

American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

REPORT NO.- ISBN-0-934425-01-9

PUB DATE- 85

NOTE- 87p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.

AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Career Guidance; Competence; Competency Based Education; Counselor Training; Evaluation Methods; *Guidance Personnel; *Guidance Programs; *Inservice Education; Interpersonal Relationship; Interprofessional Relationship; Learning Activities; Learning Modules; *Management Teams; Planning; Postsecondary Education; Program Development; Program Improvement; Resources; *Team Training; Teamwork

This module is intended to help guidance personnel in a variety of educational and agency settings (1) identify the persons in their organizations who have the necessary characteristics to become successful team members, (2) conduct a team-building session, and (3) outline a plan for using the team in the program development process. The module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. Patterned after the Performance Based Teacher Education Modules developed at the National Center for Research in Vocational Education, the modules teach competencies for planning, supporting, implementing, operating, and evaluating guidance programs. The module follows a standard format that includes the following components: (1) an introduction that gives the user an overview of the purposes and content of the module; (2) a section that provides information about the module goal and a list of the competencies covered in the module; (3) a reading containing information on each of the competencies; (4) learning experiences consisting of an individual activity, individual feedback, and a group activity; (5) evaluation techniques that can be used to measure what workshop participants need prior to training and what they have accomplished through training; and (6) an annotated list of resources. (KC)

Williams, Freddie L.

Tutor Clients. Module CG C-2 of Category C--Implementing. Competency-Based Career Guidance Modules.

American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

REPORT NO.- ISBN-0-934425-14-0

PUB DATE- 85

NOTE- 84p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.

AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Behavioral Objectives; Career Education; *Career Guidance; Career Planning; *Competency Based Education; Counselor Evaluation; *Counselor Training; Decision Making; *Guidance Personnel; Guidance Programs; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; Needs Assessment; Postsecondary Education; Program Development; Program Effectiveness; Program Evaluation; *Program Implementation; *Tutoring; Tutors

This module, one in a series of competency-based guidance program training packages, focuses on specific professional and paraprofessional competencies of guidance personnel. Modules in Category C suggest how to conduct, accomplish, or carry out selected career guidance program activities. The purpose of this module is to help career guidance personnel gain the skills needed to plan, implement, and evaluate a tutoring program. It begins with a section that presents the module goal and a listing of the six competency statements. An introduction gives an overview of the purpose and content of the module. The next section presents a reading (cognitive information) on each one of the competencies. Learning experiences related to the needed competencies follow. One learning experience exists for each competency (or cluster of competencies), and each may stand on its own. Each learning experience consists of an individual activity, individual feedback, and group activity. An evaluation section contains a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. A final section lists all references and provides annotations of related major resources. (YLB)

ED 257 999 CE 041 665

McBain, Susan L.
Enhance Understanding of Individuals with Disabilities. Module CG C-14 of Category C--Implementing. Competency-Based Career Guidance Modules.
American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- ISBN-0-934425-26-4
PUB DATE- 85
NOTE- 77p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641. Adapted by Linda Phillips-Jones.
AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adjustment (to Environment); Attitude Change; Career Counseling; Career Guidance; Change Strategies; Check Lists; Communication Skills; *Competency Based Education; *Counseling Techniques; *Counselor Attitudes; Counselor Client Relationship; Counselor Role; Counselor Training; *Disabilities; Emotional Adjustment; Evaluation Criteria; Guidance Personnel; Individual Needs; Inservice Education; Learning Activities; Learning Modules; Lesson Plans; Paraprofessional Personnel; Postsecondary Education; Psychological Needs; Questionnaires; *School Counseling; Secondary Education; Self Evaluation (Individuals); Social Bias
IDENTIFIERS- *Special Needs Students

This learning module, one in a series of competency-based guidance program training packages focusing upon professional and paraprofessional competencies of guidance personnel, deals with developing a greater understanding of persons with disabilities. Addressed in the module are the following topics: negative assumptions commonly made about individuals with disabilities, ways of identifying one's personal attitudes toward disabled persons and reasons for holding those attitudes, the process of psychological adjustment to acquired disabilities and appropriate responses to such disabilities, career and life obstacles faced by persons with disabilities and guidance approaches to help alleviate some of these obstacles, and strategies for enhancing open communication about disabilities between counselors and disabled clients. The module consists of readings and learning experiences covering these five topics. Each learning experience contains some or all of the following: an overview, a competency statement, a learning objective, one or more individual learning activities, an individual feedback exercise, one or more group activities, and a facilitator's outline for use in directing the group activities. Concluding the module are handouts, a participant self-assessment questionnaire, a trainer's assessment questionnaire, a checklist of performance indicators, a list of references, and an annotated list of suggested additional resources. (MN)

ED 258 126 CG 018 329

Johnston, Lloyd D.; And Others
Drugs and American High School Students 1975-1983. Highlights.
Michigan Univ., Ann Arbor. Inst. for Social Research.

SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
REPORT NO.- DHHS(ADM)84-1317
PUB DATE- 84
NOTE- 139p.; Some tables are marginally reproducible due to small print. For earlier reports, see ED 160 969, ED 206 958, and ED 220 755.
GRANT- NIDA-R01-DA-01411
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. (Stock No. 017-024-01208-4, $4.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Drug Abuse; *Drug Use; High Schools; *High School Seniors; *Illegal Drug Use; *Student Attitudes; Trend Analysis

This report is the seventh in an annual series reporting the drug use and related attitudes of America's high school seniors; the findings come from an ongoing national research and reporting program, "Monitoring the Future: A Continuing Study of Lifestyles and Values of Youth," also known as the High School Senior Survey. Data on two major topics are reported: current prevalence of drug use among high school seniors (especially illicit drug use), and trends in use since 1975. Also reported are data on grade of first use, trends in use at earlier grade levels, intensity of drug use, seniors' attitudes and beliefs concerning various types of drug use, and their perceptions of certain relevant aspects of the social environment. Eleven separate classes of drugs are distinguished, including marijuana, inhalents, hallucinogens, cocaine, heroin, natural and synthetic opiates other than heroin, stimulants, sedatives, tranquilizers, alcohol, and cigarettes. The report also includes sections dealing with the use of non-prescription stimulants such as diet pills, stay-awake pills, and psuedo-amphetamines, and trends in use at the higher frequency levels gathered from reports of the duration and intensity of the highs experienced by drug type. Numerous tables and figures illustrate the results. (MCF)

ED 258 141 CS 008 048

Grubaugh, Steven
Personalized Vocabulary Development for College Students.
PUB DATE- 84
NOTE- 7p.; "Forum for Reading" is the journal of the College Reading Improvement Special Interest Group of the International Reading Association.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- English Instruction; Higher Education; Reading Instruction; *Teaching Methods; *Vocabulary Development; *Vocabulary Skills

Spoken Words, a modified language experience approach to the study of vocabulary, offers college instructors an opportunity to individualize vocabulary instruction and to demonstrate a variety of the most powerful vocabulary learning strategies in a natural language setting. To implement Spoken Words, the teacher must first model the procedure by writing a target word on the chalkboard and then use the meaning of the word in an anecdote. Next the students are required to select words to learn from their listening or reading vocabularies. Then, they are to speculate on the word's meaning or to ask someone to define the word adequately. After verifying these definitions, students are to develop a story built around the concept of the word and present it to the class. A unique feature of this approach is that the instructor may present many strategies for deriving word meanings for unknown words. Students are requested to demonstrate mastery of the most utilitarian of the words they had selected by writing a definition or a synonym or by providing an associative word, as well as composing a sentence using the word. (EL)

ED 258 157 CS 008 068

Reading Improvement, Volume 2. USAF Senior Noncommissioned Officer Academy, Associate Program, Course 8A.

Air Univ., Gunter AFS, Ala. Extension Course Inst.
PUB DATE- 82
NOTE- 64p.; For related documents, see CS 008 065-070.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Armed Forces; Extension Education; Postsecondary Education; *Reading Comprehension; *Reading Improvement; *Reading Rate; *Reading Skills; Reading Strategies; *Vocabulary Development

One of six related documents, this publication contains a U.S. Air Force course designed to help students improve their reading skills. The chapters contain lessons on reading habits and how they affect the reader, exercises to identify one's reading speed, an improvement program, exercises to improve eye movement and to reduce eye fixations, lessons for improving vocabulary, lessons for reading with a purpose, and exercises testing the previously covered information. An answer key to course tests and a suggested reading program format are included. (EL)

ED 258 173 CS 208 810

Kinkead, Joyce
Tutors in the Writing Center.
PUB DATE- Mar 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Revision (Written Composition); *Tutorial Programs; *Tutoring; *Tutors; Writing (Composition); Writing Improvement; *Writing Instruction
IDENTIFIERS- *Writing Conferences; *Writing Laboratories

The importance of writing centers as places where process-centered, student-centered teaching takes place is emphasized in this paper. To illustrate this point, the paper provides profiles of four tutors--two males and two females--and discusses ways to improve tutor-student conferences, including having the tutor focus the conference on the student, thus eliciting more active involvement from the student. The major portion of the paper contains transcripts of tape recorded conversations between tutors and students. A questionnaire for evaluating tutors is included. (DF)

ED 258 204 CS 208 968

McCutchen, Deborah
Writing as a Linguistic Problem.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- LRDC-1984/44
PUB DATE- 84
NOTE- 17p.; Reprint from "Educational Psychology," Volume 19, Number 4, p226-238, 1984.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; Language Skills; Language Usage; *Linguistics; *Problem Solving; *Writing (Composition); *Writing Processes; Writing Skills

The current focus on high level planning and abstract goals runs the risk of misrepresenting the contributions that cognitive psychology could make to the study of writing if it neglects important linguistic features that distinguish the writing of natural language from other problem solving tasks. An alternative perspective on writing emphasizes psycholinguistic processes involved in generating sentences and linking them into coherent text. The problem solving models of writing, developed out of work in cognitive science, are hierarchical in nature. While some hierarchical planning is done in writing (such as working from an outline), writers commonly begin with something and follow it to a preplanned next idea, or to a newly discovered thought or to a dead end. Words already written can drastically affect what follows them. Then, the interaction between the text-level processes and the planning-level processes can be seen. Understanding the linguistic text features, such as the "top down" approach to reading (an emphasis on the reader's knowledge and its schematic organization) and the "bottom up" approach (an emphasis on lower level linguistic processes) is important to the writer's effectiveness in communicating ideas to the reader and in solving writing problems. (EL)

ED 258 282 CS 209 132

Kiviranta, Victoria; And Others
Starting a Young Authors Club.
Illinois State Board of Education, Springfield.
PUB DATE- Feb 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Authors; *Creative Writing; Elementary Education; *Extracurricular Activities; Writing Skills; *Youth Clubs
IDENTIFIERS- Bookmaking; *Writing Projects; *Young Authors

Intended for teachers interested in promoting writing and young authors at their schools, this booklet contains guidelines and suggestions for creating a young authors club. Included are a plan for creating the club, a sample fact sheet for promoting it, a parent letter, guidelines and suggestions, timelines for planning club meetings, activities for three club meetings, culminating activities that cover binding books and making booklets with dry mount, and ideas to share and display books. (EL)

ED 258 298 CS 504 954

McKinney, Bruce C.
Treating Communication Apprehension and Avoidance: Past Roots, Futur
Perspectives.
PUB DATE- May 85
NOTE- 27p.; Paper presented at the Annual Meeting of the Eastern Communication Association (76th, Providence, RI, May 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Anxiety; *Communication Apprehension; *Communication Problems; *Communication Skills; Comparative Analysis; Educational Needs; Evaluation Methods; Individualized Programs; Observation; *Problem Solving; *Psychological Patterns; *Speech Communication; Therapy
IDENTIFIERS- Self Report Measures

Recent controversy in the treatment of communication apprehension and avoidance has centered around whether an individual's communicative difficulties are caused by communicative (skills) deficiency or psychological problems (anxiety). Such debates are not new; arguments about whether to treat communicative difficulties from a communicative or psychological perspective date back to the founding of speech communication as an academic discipline. Although there are effective treatments for dealing with communication apprehension and avoidance, a treatment is needed that is devoid of labels based on (1) the individual perception of the unwilling communicator and his or her problem, and (2) the perception of this problem by a trained observer. People's self-reports may focus on feelings, but still be informative. In addition, observation needs to be employed. If progress in treating communication apprehension and avoidance is to be made, methods of treatment must not rely on labels based on historical assumptions, and individual analysis of communicative problems needs to be used. (HOD)

ED 258 328 EA 017 784

Werner, Carol; Haggard, Lois

Job Specific Behavioral & Environmental Privacy Regulation.

PUB DATE- 84
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; Administrators; Coping; Hypertension; *Privacy; *Stress Management; Stress Variables; Work Environment
IDENTIFIERS- *Job Stress

The findings from a study of 42 administrators in a large metropolitan school district supported the hypothesis that the use of privacy regulation mechanisms is deliberate and dynamic. The researchers considered the age and sex of the administrators, the length of time they'd held their current jobs, their tendencies toward Type A or Type B personalities, and the physical arrangement of their offices. The researchers also examined the degree to which the administrators were affected by four types of stressors, the extent to which they used eight different behavioral mechanisms to reduce inputs from others on typical and on busy days, and their tendency to suffer from high blood pressure. The study results indicated that behavioral and environmental mechanisms are used in combination, and their use increased with day-to-day changes in job demands. The use of these mechanisms appeared most likely among people with job tasks necessitating isolation. No evidence was found that the use of behavioral privacy mechanisms relieved stress as indicated by blood pressure problems; in fact, use of some mechanisms was associated with increased likelihood of such problems. The researchers assert that further study is needed. (PGD)

Sizemore, Mamie, Ed.
Project SAVE (State Adult Volunteers in Education). Organizing a Community Based Literacy Program.
Gila County Literacy Council, Miami, AZ.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix.
PUB DATE- Jun 84
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; *Adult Literacy; Adult Programs; *Adult Reading Programs; English (Second Language); Fund Raising; Illiteracy; Limited English Speaking; *Literacy Education; Program Development; Program Implementation; Public Relations; Tutoring; *Tutors; Volunteers; *Volunteer Training
IDENTIFIERS- Laubach Method

This handbook provides administrators and staffs of adult education programs with general information on volunteerism in adult education; information on specific programs and strategies, specifically Project SAVE (State Adult Volunteers in Education); and guidelines for program implementation. An overview of the impact of adult illiteracy precedes a section on building an adult reading program. These topics of concern to the adult basic reading tutor are covered: adult performance level competencies to be included in the reading program, contrasts between teaching adults and teaching children, qualities of good tutors, self-evaluation questions, characteristics of the functionally illiterate adult, and characteristics of a good adult basic reading tutor. The next section lists characteristics of many adult non-English-speaking students and their implications for tutors. Tips on teaching techniques and personal relationships are listed. A rationale for use of the Laubach technique and materials is presented, and information on ordering materials is provided. Steps for developing a local literacy program are also listed. A schedule and planning checklists for a training workshop are provided. The final two sections contain information on and examples of public relations and guidelines to help with corporate, foundation, and private organization fund raising. A bibliography and Project SAVE materials are appended. (YLB)

ED 257 951 CE 041 582

Arnold, Karen D.; Denny, Terry

The Lives of Academic Achievers: The Career Aspirations of Male and Female High School Valedictorians and Salutatorians.

PUB DATE- 1 Apr 85
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, April 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Career Choice; Class Rank; Educational Attainment; Employment Patterns; *High Achievement; *High School Graduates; High Schools; Influences; Longitudinal Studies; *Occupational Aspiration; *Outcomes of Education; Postsecondary Education; Research Needs; Sex Differences; *Sex Role; State Surveys
IDENTIFIERS- Illinois

A longitudinal study was undertaken in 1981 to examine the educational and career achievements of 81 individuals who graduated from an Illinois high school in 1981 either as a valedictorian, salutatorian, or top honors student. These individuals completed questionnaires and were given in-depth interviews. One pattern emerged from the data collected: the females in the sample had substantially lower career participation plans than did their male counterparts. Females aspired to graduate study to the same extent as males, and college academic achievement and educational aspirations failed to distinguish male and female high school achievers; however, women in all majors raised concerns about the merging of family and careers even though none of them were engaged or married at the time. Thirty of the 45 women included in the study population did not plan continuous, full-time work, whereas only 3 of the 36 males interviewed did not plan to work full time and on a continuous basis. It was concluded that research classifying women into career salience levels according to their presence in male-dominated college majors must also take into account women's anticipated level of labor force participation. Plans were formulated to follow the effect of career discontinuity on actual professional achievement during the coming years of the longitudinal study. (MN)

ED 258 056 CG 018 258

Lifton, Peter D.
Industrial Assessment of Creative Persons and Work Environments.
PUB DATE- Aug 84
NOTE- 7p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creativity; *Employee Attitudes; Industrial Personnel; *Job Performance; *Personality Measures; *Work Environment
IDENTIFIERS- *Industrial Psychology; *Organizational Psychology

While personality psychology has a definite contribution to make to the study of industrial psychology and organizational behavior, it is a contribution with parameters, limitations, and areas of expertise which need to be better defined. Many industrial/organizational (I/O) psychologists are skeptical of the utility of personality measures for industrial assessment. Several points concerning the use of personality measurement in I/O assessment are important. First, there is a need to establish clear agreement between those qualities a company seeks to identify and those qualities the personality measure actually measures. Personality measures valid in non-industrial settings may be less valid in industrial settings because of different demands of the corporate environment. Measures specifically developed for the prediction of specific behaviors are preferable. The interpretation of test scores must also be considered; personnel decisions based on personality measures should consider how much of a personality characteristic produces desired results, and whether too much of a characteristic will produce undesirable results. When the concept being measured is potential ability, personality measures are an appropriate methodology. They are inappropriate as predictors of actual ability. Finally, because the workers' environment interacts with personality, workers' perception of their environment must be considered. It is in this area of workers' perception of their environment that personality psychologists can make a meaningful contribution to I/O psychology. (The suggested guidelines are illustrated with a case example of a program to identify creative persons.) (MCF)

ED 258 070 CG 018 272

Henderson, Joseph Neil

Creating Culturally Relevant Alzheimer's Support Groups for Racial and Ethnic Minorities.

PUB DATE- Nov 84
NOTE- 31p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coping; *Cultural Influences; Cultural Traits; Guidelines; Helping Relationship; Hispanic American Culture; *Hispanic Americans; Participation; Pilot Projects; Program Descriptions; *Program Development; *Social Support Groups
IDENTIFIERS- *Alzheimers Disease; *Caregivers

Although data indicate that Alzheimer's disease occurs among all racial and ethnic populations, the Alzheimer's disease support group system is used nationally primarily by white, middle-class caregivers. Developing a model ethnic-specific support group for Hispanics requires delineation of formal and informal health care networks in the ethnic community, training of indigenous group leaders, implementation of community compatible support groups, outreach to hidden caregivers, and evaluation of process and impact. A project developed by the Sun Coast Gerontology Center at the University of South Florida to provide direct service to Hispanic caregivers involved support group meetings held monthly in a Hispanic hospital and led by both gerontology professionals and indigenous leaders. The group was found to represent a fictive kinship network unit for participants who were primarily adult children of parents coping with Alzheimer's disease. The older generation Hispanics seldom attended the meetings. Although the fear of social stigma, the feelings about gossip being sinful, the tabu against revealing personal matters, the use of folk medicine, and the belief in the occult are problems specific to the Hispanic culture which may affect support group efforts, projects such as the Latin Alzheimer's Support Group can be therapeutic to Hispanic caregivers when developed and maintained in a culturally sensitive manner. (NRB)

ED 258 084   CG 018 286

Jones, Randall M.
Navy Substance Abuse Prevention Program: Research and Evaluation.
PUB DATE- Aug 84
NOTE- 35p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Education; Behavior Change; Change Strategies; *Drinking; *Drug Abuse; Drug Education; Evaluation Utilization; *Formative Evaluation; Personnel Selection; *Prevention; *Summative Evaluation
IDENTIFIERS- Navy

This paper describes the research and evaluation efforts of the Navy Substance Abuse Prevention Program at the University of Arizona. The importance and usefulness of formative and summative evaluations are discussed and specific evaluation tasks are identified. The first of these tasks is associated with personnel selection; the functions and qualifications of various personnel (site screeners, facilitators, site coordinators, trainers, and students) are reviewed. The second task considered is personnel training. The training of screeners, facilitators, and site coordinators, and observation training are discussed. The third task described involves the intervention process. Viable sources of program mediation are discussed including facilitator characteristics, curriculum, classroom environment, and participant characteristics. The final evaluation task discussed is participant change. The primary goal of the program intervention is defined as change in drug and alcohol related behavior in the target population. The components described in this section focus on establishing the extent to which participants' knowledge, attitudes, and behaviors are altered as a direct result of participation in the program. Five summative studies currently in progress are briefly outlined. (NRB)

ED 258 098 CG 018 300

Hennessey, Stephen M.
Public Support for Psychology Licensing Laws in New York State.
PUB DATE- Apr 83
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Philadelphia, PA, April 6-9, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Certification; Counselor Qualifications; *Psychologists; *Public Opinion; *State Licensing Boards
IDENTIFIERS- *New York; New York (Long Island); New York (New York)

Recent controversy surrounding the mandatory licensing of psychologists in New York State has provoked the need for research investigations in this area. The present study was conducted to assess the degree of public support for psychology licensing among persons residing in the Long Island/New York City area. Public support for psychology licensing was assessed through the administration of a short survey to 310 men and women of varying socioeconomic backgrounds. The results indicated strong public support for the present New York State psychology licensing law. Approximately 85 percent of the survey participants responded in a prolicensing direction to each survey question. The overall pattern of results suggested that most persons residing in the Long Island/New York City area view licensing credentials as one important index of a practitioners competence as a psychotherapist. In this respect the opinions of the general public are harmonious with the basic assumptions underlying New York State psychology legislation. (Author)

ED 258 252 CS 209 051

Broihier, Mary C.; Manning-Miller, Carmen
The Sensation Seeking Motive and Media Use.
PUB DATE- Aug 85
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Leisure Time; Mass Media Effects; *Media Research; *Personality Traits; *Programing (Broadcast); Television; *Television Viewing; Use Studies
IDENTIFIERS- *Media Use; *Sensation Seeking; Uses and Gratifications Research

A study was conducted to explore the relationships between sensation seeking--a multidimensional personality trait--and categories of leisure activity choices, mass media uses and gratifications, and television program preferences. It was hypothesized that low sensation seekers would find vicarious media such as television to be attractive leisure activities; that low levels of sensation seeking would be associated with an increased tendency to find the media an effective means for arousal control; and that certain types of highly involving television fare would be found more attractive to high sensation seekers than would less arousing fare. Subjects were 514 undergraduate students who completed a 40-item Sensation Seeking Scale. The results indicated a positive correlation between sensation seeking and participatory activities, yet also illustrated a highly variable pattern for enjoyment of mass media across dimensions of the sensation seeking trait. The "thrill and adventure seeking" subdimension was most strongly correlated with active participatory activities, whereas the "experience seeking" subdimension is related to other activities such as debating current affairs or attending plays. The "boredom susceptibility" subdimension related to both participatory and mass media activities, as did the "disinhibition" subdimension. The data also suggest that low sensation seekers are likely to use the media in very different ways than high sensation seekers. (Author/HTH)

ED 258 313 EA 017 735

Riley, Richard W.
Education Reform: A Governor's View.
South Carolina Governor's Office, Columbia.
PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Educational Change; *Educational Improvement; Elementary Secondary Education; Government Role; *Politics of Education; Program Development; School Law; School Support; State Action; *State Legislation
IDENTIFIERS- Corporate Support; South Carolina; *South Carolina Education Improvement Act 1984

Enactment of South Carolina's Education Improvement Act of 1984 taught several lessons about successful education reform. The law provides for raising student performance by increasing academic standards; strengthening the teaching and testing of basic skills; elevating the teaching profession; improving leadership, management, and fiscal efficiency; implementing quality controls and rewarding productivity; creating more effective partnerships among schools, parents, community, and business; providing school buildings conducive to improved student learning; and providing the financial support needed to improve schools. During the year required to prepare the law and obtain its passage, those involved in the reform effort ascertained that (1) educators need to learn how to work with and how to appreciate the private sector; (2) the education "family" must develop common purposes and put aside differences; (3) the public will support increased taxation if convinced school improvements will occur; (4) the governor's office and the state department of education must cooperate; (5) reform requires added effort from everyone; (6) implementation of reform is a continuing process of which enacting legislation is only a first step; and (7) comprehensive reform produces a positive spirit featuring renewed vigor and public confidence in the potential of the state's school system. (PGD)

ED 258 025 CE 041 715

Pre-Employment Laboratory Training. A Guide for Coordinated Vocational-Academic Education Shop and Laboratory Instructors. Revised.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

PUB DATE- 84

NOTE- 114p.

AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. TI-159-TG).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Academic Education; *Classroom Techniques; *Cooperative Programs; Coordination; Delivery Systems; Eligibility; Guidelines; Instructional Development; Instructional Materials; Job Training; *Laboratory Procedures; Learning Processes; Legal Responsibility; Lesson Plans; Program Administration; School Safety; Secondary Education; Statewide Planning; Student Motivation; Student Organizations; Teacher Responsibility; Teacher Role; *Teaching Methods; *Vocational Education

IDENTIFIERS- *Coordinated Vocational Academic Education; Texas

This guide is designed to serve as a reference for both beginning and experienced teachers in a preemployment laboratory that is part of a coordinated vocational-academic education program. Addressed in the individual sections of the guide are the following topics: student eligibility and approved coordinated vocational-academic programs, safety and teacher liability, the learning process and principles of motivation, preparation for teaching, methods of instruction, organization of instructional materials, shop organization, organization and administration of a chapter of the Vocational Opportunities Club of Texas, and policies and procedures pertaining to starting and closing school. (MN)

Pastry Baking.
Marine Corps Inst., Washington, DC.
REPORT NO.- MCI-33.8
PUB DATE- 7 Nov 84
NOTE- 92p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Continuing Education; *Cooking Instruction; *Cooks; *Correspondence Study; Course Descriptions; *Food; *Foods Instruction; Individualized Instruction; Learning Activities; Military Training; *Occupational Home Economics; Study Guides
IDENTIFIERS- *Bakers

Developed as part of the Marine Corps Institute (MCI) correspondence training program, this course on pastry baking is designed to provide a source of study materials on the preparation of pastry items within central pastry shops throughout the Marine Corps; it is adaptable for nonmilitary instruction. Introductory materials include specific information for MCI students, a course introduction, and a study guide (guidelines to complete the course). The 19-hour course contains seven study units. Each study unit begins with a general objective. The study units are divided into numbered work units, each presenting one or more specific objectives. Contents of a work unit include a text and study questions/exercises. Answer keys are found at the end of each study unit. At the end of the course is a review lesson. Topics covered in the study units include general baking rules, pastry baking ingredients, pies, cakes, cookies, quick breads, and yeast products. (YLB)

Poe, Elisabeth S.; And Others
A Manual for Promoting Positive Alternatives to Adolescent Pregnancy. Better Beginnings for Virginia's Children.
Virginia State Dept. of Mental Health and Mental Retardation, Richmond. Developmental Disabilities Unit.
PUB DATE- 84
NOTE- 213p.; Supported by a grant from the Department of Health, Bureau of Maternal Child Health.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abortions; Adolescent Development; *Adolescents; Adoption; Community Cooperation; *Community Programs; Contraception; *Early Parenthood; Family Planning; Family Problems; *Pregnancy; *Prevention; Program Descriptions; *Program Development; Program Evaluation
IDENTIFIERS- *Virginia

This guide advocates an alliance among diverse groups for the purpose of decreasing the incidence of adolescent pregnancy and improving the outcome of pregnancies that do occur. It provides useful information for communities interested in developing pregnancy prevention activities. Statistics about adolescent pregnancies are given and the physical, cognitive, and social development of adolescents is examined. Medical, social, and economic consequences of adolescent parenthood are discussed, along with the consequences for the children of teenage parents. A chapter on program planning addresses the problems of needs assessment, forming program goals and objectives, choosing strategies, and identifying resources. A sampling of research findings is included and sex education, family planning services, contraceptive use, second pregnancies, adoption, and abortion are discussed. The need for program evaluation is examined and various types of evaluation are identified. A section on coalition formation gives steps for forming a coalition and guidelines for coalition meetings. Ways of marketing prevention and of dealing with the media are discussed. The final chapter describes existing programs designed to address the problems of adolescent pregnancy prevention and programs that attempt to improve the outcome of those pregnancies which do occur. (NRB)

ED 258 158 CS 008 069

Effective Writing, Volume 2 Supplement. USAF Senior Noncommissioned Officer Academy, Associate Program, Course 8A.

Air Univ., Gunter AFS, Ala. Extension Course Inst.

PUB DATE- 84

NOTE- 127p.; For related documents, see CS 008 065-070.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Armed Forces; Extension Education; Grammar; Paragraph Composition; Postsecondary Education; Punctuation; Sentence Structure; *Writing Improvement; Writing Processes; *Writing Skills

One of six related documents, making up a U.S. Air Force correspondence course, this publication deals with effective writing and emphasizes the sentence as the basic unit of written communication. Part one focuses on internal sentence punctuation and covers the use of the comma, semicolon, colon, period, capital, abbreviations, and numbers. Part two emphasizes the basic sentence and its contribution to the communication process, and covers the parts of speech, sentence form and content, transitional devices between and within sentences, and the planning, organizing, and developing of a paragraph. A self-help test on effective writing and the answer key are included. (EL)

ED 258 174   CS 208 864

Onore, Cynthia S.

The Transaction between Teachers' Comments and Students' Revisions:
Catalysts and Obstacles.

PUB DATE- 84
NOTE- 27p.; Appendix pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; *Expository Writing; Higher Education; *Revision (Written Composition); *Teacher Response; Teacher Student Relationship; Writing (Composition); *Writing Evaluation; Writing Processes; *Writing Research

One area of the writing process that has received considerable attention is revision. A case study was conducted to generate a picture of the effects of revision on texts, the writers' intentions and perceptions, and readers' assessments of the written products. Three students--Dan, Alex, and Miranda--enrolled in a required expository writing class at a large urban university volunteered to particpate in this study. During the semester, all students in the class wrote seven essays, each of which went through at least two revisions. The third and fifth essays were singled out for investigation. In addition to the drafts of the essays, the data included transcripts of reporting-in protocols, which had been tape recorded. Neither Alex nor Dan made any substantial revisions in their texts. Although Miranda was willing to revise, the revision served as a catalyst to stimulate new ideas rather than making her aware of problems in the original text. It must be concluded that texts will exhibit gains and losses as writers reformulate, and that commenting practices and evaluating systems that recognize the cyclical nature of growth in writing and improvement in texts need to be created. (An appendix includes samples of Miranda's writing.) (DF)

ED 258 190 CS 208 932

Santelmann, Patricia Kelly
Teaching Technical Writing: Focusing on Process.
PUB DATE- 21 Mar 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business English; Editing; Higher Education; *Problem Solving; *Technical Writing; Writing Improvement; *Writing Instruction; Writing Processes; *Writing Skills
IDENTIFIERS- *Audience Awareness

In preparing students for business writing, a technical writing class should foster (1) a sensitivity to audience and an understanding of the business or technical organizational audience, (2) analytical problem solving that precedes any but the simplest writing task, (3) understanding of the patterns of organization that make information clear to the intended audience, and (4) a mastery of the editing skills needed to keep their writing correct and concise. A four-day assignment, which uses an article describing the events surrounding a failed brake design produced for an Air Force project, tests students' ability to write an analysis from a narrative form and involves exploring different ways of describing things in order to come upon insights about relationships and key issues. The article takes the reader through the unraveling of the problem, but the students are given the article only to the point of the failed test. Students must then write a report to the president of the company and explain how the failure occurred and how to prevent such problems in the future. The assignment provides an opportunity for the technical writing teacher to help students acquire the skills of audience awareness, the ability to do problem analysis as a precursor to writing discussion sections, the recognition of report format with an executive summary up front and the discussion after it, and the freedom to choose from a number of possibilities. (EL)

ED 258 220 CS 209 000

Vardell, Sylvia M.

Teaching Teachers to Teach Writing: Raising Your Composition Consciousness.

PUB DATE- Mar 85

NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (4th, Houston, TX, March 28-30, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Elementary Secondary Education; English Teacher Education; *Inservice Teacher Education; *Teacher Workshops; *Teaching Methods; Writing (Composition); *Writing Instruction; *Writing Processes; Writing Skills

This paper describes an in-service workshop on writing, which begins by having teachers air negative feelings and false conceptions about the writing process, involves the teachers in writing and introduces the writing process concept. A sentence completion activity, integrated with the viewing of a videotape, helps teachers examine their assumptions and misconceptions about the writing process. This self-assessment uncovers negative attitudes and anxieties about writing, reveals background knowledge of composition and related terminology, identifies individual problem areas in expectations of self and students, and releases fears and negative feelings as well as shared personal concerns. Finally, it involves teachers in writing, writing about writing, and writing to learn. A major part of the paper consists of sentence completion exercises. (EL)

ED 258 236 CS 209 022

Culbertson, Hugh M.; And Others
Effect of Editorial Endorsements on Public Perception of Leanings in Coverage of a Presidential Election Campaign.
PUB DATE- Aug 85
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Mass Media Effects; *Newspapers; Persuasive Discourse; *Political Attitudes; *Press Opinion; *Public Opinion; Reader Response; Television
IDENTIFIERS- Editorial Policy; *Political Endorsements; Presidential Candidates

A study was conducted to explore the influence of newspaper editorial campaign endorsements. The study examined the Louisville (Kentucky) "Courier-Journal," which tends to endorse Democratic candidates, and the Chicago "Tribune," which tends to endorse Republican candidates. It was hypothesized that readers would show higher awareness of editorial endorsements in these two prestige papers than of those in competing papers in the same communities; that readers would see these prestige papers as more balanced and less biased than competing papers in campaign news coverage; and that readers inclined to vote against the endorsed candidate would view the paper as more biased in favor of that candidate than would voters who favored the endorsed candidate. Telephone surveys of 456 residents of Louisville and 364 Chicago residents were conducted. Content analysis of the two papers was conducted from the start of the 1984 presidential campaign through election day. Television network news coverage was also analyzed. Although the great majority of respondents was unaware of which candidate had been endorsed by the paper they read, the readers of the two prestige papers were more likely to know than were readers of the other papers, as hypothesized. The second hypothesis was not supported, while the third received tentative support. (HTH)

ED 258 268 CS 209 074

Means, Thomas Lee

Stockholder Reactions to Corporate Annual Reports.

PUB DATE- Apr 84
NOTE- 12p.; In: Professional Communication in the Modern World: Proceedings of the Southeast Convention of the American Business Communication Association (31st, Hammond, LA, April 5-7, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Annual Reports; *Attitudes; Business Communication; *Organizational Communication; Technical Writing
IDENTIFIERS- *Corporations; Readership Analysis; *Stockholders

A study was conducted to assess the extent to which (1) stockholders consider corporate annual reports to be informative and useful, (2) they actually read annual reports, (3) they consider annual reports to be impressive, and (4) they are motivated by the annual report to invest further in corporations in which they already own stock. After the questionnaire was designed, reviewed, and pilot tested, it was sent to 1,120 stockholders (80 stockholders for each of 14 companies); 549 returned a usable questionnaire. Then the data were analyzed. The major findings of this study are that the reactions of stockholders to corporate annual reports are generally favorable; that stockholders regard annual reports as generally informative, effective, successful, honest, open, impressive, and useful; that stockholders think the annual reports are too long, but they believe that the reports inform the reader of the financial condition of the corporation reasonably well; that the annual reports stimulate stockholders to invest; that 9 out of 10 stockholders spend at least some time examining the report; that most of the stockholders have attended college and are over 56 years old; and that stockholders react favorably to the reports regardless of age, sex, or level of education, but the time spent reading the report increases as the age of the stockholder increases. (EL)

ED 258 283 CS 209 134

Motivators of the Month--"Anatomy Adjectives," and Other Ideas.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- Sep 83
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Creative Thinking; Creative Writing; English Instruction; Language Arts; *Letters (Correspondence); Secondary Education; *Student Motivation; Teaching Methods; *Writing Instruction; Writing Skills

The teaching activities presented in this document focus on motivating students in the classroom. The paper describes (1) using stick figures to teach the use of adjectives, (2) using pen names in a covert letter writing project to teach writing skills, (3) increasing creativity in composition topics by brainstorming about ways to use bricks, and (4) testing powers of observation and knowledge of how people act by listing five specific actions observed in pantomine. (EL)

ED 258 329 EA 017 786

Clayton, W. Donald; Wilson, Edward S.
Nonreturning First Year Teachers: A Profile.
PUB DATE- Nov 84
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (9th, Orlando, FL, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Faculty Mobility; Influences; Labor Turnover; Teacher Attitudes; Teacher Orientation; *Teacher Persistence; Teaching (Occupation)
IDENTIFIERS- Alabama

The purpose of this study is to identify the causes of first year teacher attrition and compile a profile of first year teacher drop-outs. Of 138 beginning teachers who returned a questionnaire concerning their reasons for not returning to their first-year teaching positions in Alabama's public elementary and secondary schools, 47.2 percent left the profession entirely (43.1 percent for personal reasons and 56.9 percent for job-related reasons) and the remaining 52.8 percent changed school systems (38.5 percent for personal reasons and 61.5 percent for job-related reasons). Among both groups, those reporting personal reasons for leaving their positions reported having better relationships with their colleagues and supervisors than did those reporting job-related reasons for leaving. Relocation due to marriage was the major personal reason given for changing systems, having children the major personal reason for leaving education, and being dismissed the major job-related reason for both changing systems and leaving education. Colleagues were identified as those most understanding of first-year teachers' problems. Satisfactory orientation experiences were reported by 52 percent of the first-year teachers who changed systems, but by only 40 percent of those who left education. (PGD)

ED 258 011 CE 041 678

Elmore, Richard F.
Forward and Backward Mapping: Reversible Logic in the Analysis of Public Policy.
Washington Univ., Seattle. Inst. for Public Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 83
NOTE- 60p.; For related documents, see CE 041 676-680. Paper presented at the International Workshop on Interorganizational Implementation Systems (Rotterdam, The Netherlands, June 27-30, 1983).
GRANT- NIE-G-80-0138
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Evaluation Methods; *Federal Government; Federal Programs; *Public Policy; *Youth Employment
IDENTIFIERS- *Backward Mapping; Forward Mapping; *Policy Analysis

Policy analysis consists of evaluating policy options in terms of their effects. The analysis is not complete, however, until the reasoning has been reversed, starting at the outcome end and reasoning back to the first choice (backward mapping). Reversing the logic has two effects on analysis; it provides insurance against unanticipated effects, and it changes the content of the policy options recommended. Using reversible logic also means deliberately building into one's parochial (narrow) solution an anticipation of others' parochial solutions. An energy consumption example can be used to demonstrate how reversible logic works. The forward leg starts with a standard set of implements, the backward leg with a set of decisions that policy would have to affect in order to influence energy consumption. The forward and backward legs produce almost opposite results. Youth employment is a complex example of a multiple-jurisdiction, multiple-outcome policy. Employment policy may have several purposes. Successful implementation consists of trading multiple objectives against one another to achieve desired outcomes. Other sources of complexity are multiple political jurisdictions and variations in the parameters that influence policy. (YLB)

ED 258 127 CG 018 330

Schneider, Lawrence J.
Impact of Therapist's Feminist Values and Smoking on Prospective Clients.
PUB DATE- Apr 85
NOTE- 23p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (31st, Austin, TX, April 18-20, 1985). For related research, see ED 246 325.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Counseling Effectiveness; *Counselor Characteristics; Females; *Feminism; Higher Education; *Smoking
IDENTIFIERS- *Client Attitudes

The research literature on the impact of counselor smoking has yielded unexpected results, indicating no difference in perceptions of smoking or nonsmoking counselors, or more favorable reactions to smoking counselors. To further study clients' perceptions of therapists' smoking, a study was designed which evaluated the impact of a female therapist who smoked, simply gestured, or did neither; and the counselor's feminist versus traditional values across smoking conditions. Female undergraduates (N=148) completed a demographic questionnaire, the Attitudes Toward Women Scale, the Counselor Rating Form-Short, the Counselor Evaluation Rating Scale, and the Counseling Expectancies scale. Subjects were also provided one of four therapist information descriptions (T=traditional, F=feminist, ET=explicit traditional, EF=explicit feminist) and viewed a videotaped counselor in one of the smoking conditions. Smoking female subjects were replaced with non-smokers. The results showed that the smoking female counselor affected only subjects' perception of therapist trustworthiness. There were no differences between the ET and EF condition in subjects' perceptions of the counselor's ability to help or between the T and F condition; however, both EF and ET counselors were perceived as more capable of helping. The findings suggest that counselor smoking does not negatively affect the therapy process. (MCF)

ED 258 142 CS 008 050

Stuart-Hamilton, Ian
The Role of Phonemic Awareness in the Reading Style of Beginning
  Readers.
PUB DATE- Sep 84
NOTE- 28p.; Paper presented at the Meeting of the British
  Psychological Society (Lancaster, England, September 14-17, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; Oral Reading; *Phoneme Grapheme
  Correspondence; *Phonemes; Primary Education; Reading Ability;
  *Reading Research
IDENTIFIERS- Print Awareness

To test how phonemic awareness influences reading, two experiments were conducted in the northwestern part of England in which twenty pairs of children possessing phonemic awareness (pa+) and lacking phonemic awareness (pa-) and matched for reading and chronological age were compared. In the first experiment, the subjects' ability to detect changes in the graphemic structure of isolated words was assessed. In the second experiment, the subjects' reading from their schoolbooks was examined by miscue analysis. In comparison with the pa- group, the pa+ group was significantly more sensitive to changes in grapheme structure and made greater use of graphemic cues and made fewer "nonsense" errors in "normal" reading.
(Author/DF)

ED 258 299 CS 504 955

Kearney, Patricia; And Others
Power in the Classroom IV: Teacher Communication Techniques as Alternatives to Discipline.
PUB DATE- 83
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Change; Behavior Problems; *Classroom Communication; Classroom Environment; *Classroom Techniques; *Communication Research; Elementary Secondary Education; Nonverbal Communication; Speech Communication; *Student Behavior; *Teacher Behavior; Teacher Student Relationship

As the fourth in a series of investigations of teacher power in the classroom, a study focused primarily on extending and refining the classification of behavior alteration techniques (BATs) and behavior alteration messages (BAMs) that teachers report as representative of the classroom environment. The study took place in three phases. First, elementary and secondary teachers generated lists of BAMs. Then teachers, regrouped by grade level, placed the BAMs they had generated into previously defined and newly created BAT categories. Finally, additional teachers responded to each BAT in terms of self-use, use by other teachers, and effectiveness. Four BATs were found to be highly effective and frequently used by the teachers sampled: immediate reward from behavior, deferred reward from behavior, self-esteem, and teacher feedback. (The paper discusses interpretations of findings in terms of classroom management vs. teacher-discipline, and includes tables of findings.) (EL)

ED 257 938 CE 040 912

Royall, Robert V., Jr.
Job Training Coordination Committee Report.
South Carolina Governor's Office, Columbia.
PUB DATE- 15 Mar 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Coordination; Dislocated Workers; Economically Disadvantaged; *Economic Development; Employment Programs; Federal Programs; *Improvement; *Job Training; State Legislation; *Statewide Planning; Technical Education; *Vocational Education; Vocational Rehabilitation
IDENTIFIERS- Job Training Partnership Act 1982; South Carolina

A governor-appointed committee examined South Carolina's job training systems and developed recommendations on providing more effective and efficient job training. A consensus was first developed on conditions that currently exist in the areas of job training, job training's relationship to economic development, and services to target groups. These conditions were refined to provide a series of 10 findings. Findings were discussed and examined, and a consensus was reached on six recommendations in the three areas. Recommendations were (1) a State Job Training and Occupational Education Commission should be established, (2) the State Budget and Control Board should be legislatively mandated to establish a division responsible for economic development planning, (3) the existing Coordinating Council for Economic Development should be formalized by the legislature and support the economic development planning activities of the Budget and Control Board, (4) direct linkages should be established between the Economic Development Planning Division of the State Budget and Control Board and the Commission, (5) the Commission should be legislatively mandated to develop and implement procedures to serve special target groups, and (6) the Commission should be legislatively mandated to develop a comprehensive approach to meeting the needs of the educationally disadvantaged. (YLB)

ED 257 965 CE 041 614

Bacon, Charles Frederick

Welding Education Research (1964-1984).

PUB DATE- 85
NOTE- 152p.; Post-master's study, Everett Community College.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Educational Change; *Educational Needs; *Educational Research; Employment Patterns; Employment Projections; Instructional Improvement; *Job Training; Labor Market; *Labor Needs; Literature Reviews; Postsecondary Education; Questionnaires; Regional Planning; Relevance (Education); School Business Relationship; Secondary Education; State Surveys; *Trade and Industrial Education; *Welding
IDENTIFIERS- Oregon; Washington

A research project, which involved a review of welding education research and surveys of welders in two states and the presidents of chapters of the American Welding Society throughout the United States, was conducted to gather empirical data from which welding curricula may be revised so as to reflect the changes in the welding industry caused by the recent upheaval in the U.S. economic system. It was concluded that high school students anticipating a career in welding should take basic education classes involving the scientific laws of mechanics, mathematics, human relations, communications, and economics related to employment and home. Vocational training schools teaching welding should broaden their curricula to encompass the training requirements for weld-fitters to provide for their acceptance within many industrial concerns. To bridge the gap between schools and industry, vocational schools should expand cooperative training programs and should develop a closer working relationship with their advisory committees. Because of the rapidity of economic change within our nation, vocational schools must conduct periodic surveys to determine the acceptability of their graduates within their respective geographic areas of concern. (Appendixes include comments made by respondents and copies of the two survey instruments.) (MN)

ED 257 978 CE 041 643

Gold, Gerard G.

Collaborate with the Community. Module CG A-3 of Category A--Guidance Program Planning. Competency-Based Career Guidance Modules.

American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

REPORT NO.- ISBN-0-934425-02-7

PUB DATE- 85

NOTE- 97p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.

AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Agency Cooperation; *Career Guidance; *Community Cooperation; Community Involvement; Community Relations; Community Resources; Competence; Competency Based Education; *Cooperative Planning; Counselor Training; Employment Programs; Evaluation Methods; *Guidance Programs; *Inservice Education; Job Development; Learning Activities; Learning Modules; Postsecondary Education; Program Development; Program Improvement

This module on community collaboration is intended to help guidance personnel in a variety of educational and agency settings increase their knowledge and skills in linking community-based comprehensive career guidance programs with education and employment initiatives to assist youth and adults. The module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. Patterned after the Performance Based Teacher Education Modules developed at the National Center for Research in Vocational Education, the modules teach competencies for planning, supporting, implementing, operating, and evaluating guidance programs. The module follows a standard format that includes the following components: (1) an introduction that gives the user an overview of the purposes and content of the module; (2) a section that provides information about the module goal and a list of the competencies covered in the module; (3) a reading containing information on each of the competencies; (4) learning experiences consisting of an individual activity, individual feedback, and a group activity; (5) evaluation techniques that can be used to measure what workshop participants need prior to training and what they have accomplished through training; and (6) an annotated list of resources. Competencies and learning experiences cover inventorying community organizations, promoting collaboration, developing rationales and action plans, and managing, monitoring, and assessing collaboration. (KC)

ED 257 989 CE 041 654

Whitfield, Edwin A.
Conduct Computerized Guidance. Module CG C-3 of Category C--Implementing. Competency-Based Career Guidance Modules.
American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- ISBN-0-934425-15-9
PUB DATE- 85
NOTE- 48p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.
AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Career Education; *Career Guidance; *Competency Based Education; *Computer Oriented Programs; Cost Effectiveness; Counselor Evaluation; *Counselor Training; *Guidance Personnel; *Guidance Programs; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; Needs Assessment; Postsecondary Education; Program Development; Program Implementation
IDENTIFIERS- *Computer Assisted Guidance

This module, one in a series of competency-based guidance program training packages, focuses on specific professional and paraprofessional competencies of guidance personnel. Modules in Category C suggest how to conduct, accomplish, or carry out selected career guidance program activities. The purpose of this module is to help career guidance personnel increase their skills needed to plan, choose, and implement a computer-assisted guidance system based on local needs and resources. It begins with a section that presents the module goal and a listing of the four competency statements. An introduction gives an overview of the purpose and content of the module. The next section presents a reading (cognitive information) on each one of the competencies. Learning experiences related to the needed competencies follow. One learning experience exists for each competency (or cluster of competencies), and each may stand on its own. Each learning experience consists of an individual activity, individual feedback, and group activity. An evaluation section contains a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. A final section lists all references and provides annotations of related major resources. (YLB)

ED 258 085 CG 018 287

Qualls, Sara Honn
Dependency: The Application of the Systems Approach to a Clinical Problem.
PUB DATE- Nov 84
NOTE- 10p.; Poster session presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Client Characteristics (Human Services); *Counselor Client Relationship; Helping Relationship; Models; *Older Adults; *Problem Solving; *Systems Approach
IDENTIFIERS- *Dependency (Personality)

Physical and social loss which accompany aging are often believed to promote dependency upon family, social services, and health care providers. Clinicians frequently complain about dependent clients and patients who leave the clinician feeling worn out, or worse, burned out. Very few publications have defined or addressed this problem identified by clinicians in many disciplines. This paper demonstrates the value of a systems model in addressing problems inherent in working with dependent behavior in older adults. Concepts basic to the systems model are presented, including behavior as communication, patterns as system rules, homeostasis and stability, morphogenesis and change, and the reverberations of change. These concepts are applied to clinical problems using a problem-focused intervention strategy borrowed from the family therapy literature. The problem-focused model is illustrated with case examples of problems faced by different disciplines in geriatric settings. The model simplifies the identification of appropriate interventions with older individuals requesting help, and with the multiple helping agents already involved. (The paper includes a visually-condensed version of information originally presented in poster form.) (Author/NRB)

ED 258 099 CG 018 301

Chastain, Robert L.; And Others
Estimated Full Scale IQ in an Adult Heroin Addict Population.
PUB DATE- Apr 85
NOTE- 19p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (31st, Austin, TX, April 18-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Drug Addiction; Drug Rehabilitation; Family Problems; Individual Differences; *Intelligence Quotient; Interpersonal Relationship; Life Satisfaction
IDENTIFIERS- Drug Abuse Reporting Program; Heroin; *Wechsler Adult Intelligence Scale (Revised)

The research concerning intellectual functioning in addict populations has not addressed basic questions concerning why and how intelligence quotients (IQ) might be related to drug addiction. A study was undertaken to estimate intellectual functioning based upon a demographic profile for Wechsler Adult Intelligence Scale-Revised (WAIS-R) Full Scale IQ in order to determine its relationship with variables representing initiation, continuation, relapse, and cessation of daily opioid use. Estimated IQs were used to describe a large former opioid addict sample (N=486) from the 12-year follow-up study of the Drug Abuse Reporting Program (DARP). Results were compared with those from previous studies of various drug users and non-users, and a correlational analysis was performed. The results indicated that the average estimated IQs for the DARP sample were comparable to mean IQs for both the WAIS-R standardization sample (N=1,880) and previous studies. IQ was significantly related to length of addiction career; the higher the IQ, the shorter the career. Other more complex relationships were found for variables used to represent intraindividual factors such as satisfaction with self or family, interpersonal factors such as family or peer influence, and other variables of interest. (NRB)

ED 258 205 CS 208 969

Root, Robert L., Jr.
Assiduous String-Savers: The Idea-Generating Strategies of Professional Expository Writers.
PUB DATE- Mar 85
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Authors; Expository Writing; Higher Education; *Newspapers; *Periodicals; *Writing for Publication; Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- *Ideas; *Writing Strategies

A study was conducted over a two-year period to investigate the idea-generating strategies of six professional writers and their implications for students. Because finding an idea that leads to a journal or newspaper column is so important to a writer, an attempt was made to learn ways professional writers establish working plans and develop a knowledge of the topic through long-term memory. It was found that they are "assiduous string savers," accumulators of quotes or notes stored from memory and written clippings to be used for triggering associations--to generate new ideas and to discover connections. The writers' testimony demonstrates that the work of a professional writer is facilitated by an extensive storage of professional information or an immersion in the context of the profession. This immersion frees the writer from the short-term demands of discovery that student writers usually encounter. The greater the understanding of the subject, the greater the potential for making connections spontaneously. In that respect, there is a gulf between professional and student writers, which implies that students need a context to draw upon. Possibly, this context and experience need to be provided for them in rhetoric classes. (EL)

ED 258 159 CS 008 070

Air University Suggested Professional Reading Guide.
Air Univ., Maxwell AFB, Ala.
PUB DATE- 84
NOTE- 5p.; For related documents, see CS 008 065-069.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Armed Forces; Postsecondary Education; *Reading Materials
IDENTIFIERS- *Air Force; Project Warrior

One of six related documents intended for the Air Force officer, the enlisted men, or the civilian, this reading guide contains an annotated list of 26 publications that support Project Warrior and provide information about military history and the Air Force heritage. The books are listed in sequence according to a reading ease index, which considers the writing style, language, and content and rates each book as easy, average, or difficult. (EL)

ED 258 221 CS 209 003

Weaver, David; And Others
A Profile of U.S. Radio and Television Journalists.
PUB DATE- Aug 85
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Journalism; *Media Research; *Newspapers; *Radio; Surveys; *Television
IDENTIFIERS- Broadcast Journalism; *Journalists; Print Journalism

A survey was conducted, as part of a larger survey replicating a 1971 national survey of 1,328 journalists, to learn more about the behind-the-scenes editorial personnel in radio and television. A 3-stage sampling plan was used to draw a national sampling of 1,251 journalists, from which telephone interviews were completed with 1,001 for an overall response rate of 80%. Some of the findings, based primarily on 119 radio and 121 television journalists, showed much more similarity between television journalists and daily newspaper journalists than between television and radio journalists, an increase in the proportion of women working in broadcasting since 1971, and little change in the proportion of Blacks and Hispanics employed in radio and television news during the same period of time. Because there exist more similarities than differences between television and daily newspaper journalists, scholars and practitioners of journalism must use great care in categorizing journalists as either print or broadcast. (DF)

ED 258 253 CS 209 052

Olasky, Marvin N.

Asking Basic Questions: Public Relations vs. Private Enterprise.

PUB DATE- Aug 85
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Economics; *Industry; Private Agencies; Public Policy; *Public Relations; United States History
IDENTIFIERS- *Private Enterprise

The development of modern public relations is traced in this paper. The opposition of James Madison and his colleagues to involving the federal government in projects of "public interest" because they had seen the system abused by British authorities is explained, and the efforts of nineteenth century leaders within the railroad industry to obtain grants for their projects and the philosophies of those men are explored. Twentieth century executives such as Theodore Vail and Samuel Insull, leaders in the telephone and electric utility industries, are discussed. Three generalizations about the developments in public relations in the past several decades are made. Finally, the paper compares two large United States companies and their public relations policies. The conclusion asserts that it is time to address the basic issues of public relations, and of much of economics also: What is public? What is private? (DF)

ED 258 284 CS 209 135

Language Everywhere. Compiled from Columns in Three Issues of "Live Wire," August, October, and December 1984.

National Council of Teachers of English, Urbana, Ill.
PUB DATE- 84
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Language; Class Activities; Classroom Techniques; Elementary Education; Group Dynamics; *Language Acquisition; Language Arts; *Language Usage; *Learning Activities; Poetry; Reading Instruction; *Teaching Methods; Writing Instruction

The teaching activities presented in this paper focus on expanding children's language. The paper describes (1) a "community journal" activity in which students recorded observations about events occurring in various parts of the classroom, (2) a poetry assignment using Richard Wilbur's book of poetry, "Opposites," (3) an exercise to assemble individual book pages into a proper story, using group interaction, (4) a descriptive exercise involving observations of everyday objects, such as fruits and vegetables, and (5) a poetry exercise using verbs to describe an unnamed object. (HTH)

ED 257 952 CE 041 583

Vondracek, Fred W.
Human Work Behavior from the Perspective of Developmental Psychology.
PUB DATE- 5 Apr 85
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, April 5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; Attitude Change; Behavior Change; *Behavior Patterns; Career Counseling; *Career Development; Counseling Techniques; Data Analysis; *Developmental Psychology; Longitudinal Studies; Measurement Techniques; Needs Assessment; Psychological Studies; Research Methodology; *Research Needs; *Vocational Adjustment

A review of the major literature examining human work behavior from the perspective of developmental psychology indicates that, although many issues pertaining to the meaning of the concepts of change and development are still unresolved, a great potential exists for cross-fertilization between developmental and vocational psychology. Vocational development has not been a subject in the mainstream of developmental psychology; however, several noted psychologists, including Piaget, Havighurst, Waterman, and Erikson, have dealt with the antecedents of various vocational identity outcomes and thus have had something to say about vocational development. Developmental psychology can make several unique contributions to the understanding of work-related behavior in general and of the psychology of career development in particular. In the past 20 years, several methodological advances have been made that have direct implications for research efforts in vocational development. These advances, which may be grouped into the categories of longitudinal design, measurement of change, and longitudinal data analysis, can serve as tools to advance vocational and counseling psychologists' understanding of work behavior and vocational or career development and can thus help them counsel their adult clients more effectively. (MN)

ED 258 000 CE 041 666

McDavis, Roderick T.; Parker, Woodrow M.
Help Ethnic Minorities with Career Guidance. Module CG C-15 of Category C--Implementing. Competency-Based Career Guidance Modules.
American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- ISBN-0-934425-27-2
PUB DATE- 85
NOTE- 73p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641. Adapted by G. Brian Jones.
AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Attitude Change; Career Counseling; *Career Guidance; Check Lists; Communication Skills; Competency Based Education; Counseling Objectives; *Counseling Techniques; *Counselor Attitudes; Counselor Client Relationship; Counselor Role; Counselor Training; *Cross Cultural Training; Cultural Differences; Ethnic Bias; Ethnic Groups; *Ethnic Stereotypes; Guidance Personnel; Inservice Education; Interpersonal Competence; Learning Activities; Learning Modules; Lesson Plans; Material Development; *Minority Groups; Paraprofessional Personnel; Postsecondary Education; Questionnaires; School Counseling; Secondary Education; Self Evaluation (Individuals)

This learning module, one in a series of competency-based guidance program training packages focusing upon professional and paraprofessional competencies of guidance personnel, deals with helping ethnic minorities with career guidance. Addressed in the module are the following topics: determining one's own attitudes toward ethnic minorities and reasons for those reactions, explaining some of the career-related consequences of stereotyping ethnic minorities, improving interactions with ethnic minorities, planning for more culturally relevant career guidance materials for ethnic minorities, and communicating more effectively with ethnic minorities. The module consists of readings and learning experiences covering these five topics. Each learning experience contains some or all of the following: an overview, a competency statement, a learning objective, one or more individual learning activities, an individual feedback exercise, one or more group activities, and a facilitator's outline for use in directing the group activities. Concluding the module are a handout, a participant self-assessment questionnaire, a trainer's assessment questionnaire, a checklist of performance indicators, a list of references, and an annotated list of suggested additional resources. (MN)

ED 258 041 CE 041 780

Meats and Meat Cookery.
Marine Corps Inst., Washington, DC.
REPORT NO.- MCI-33.18a
PUB DATE- 84
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Continuing Education; *Cooking Instruction; *Cooks; *Correspondence Study; Course Descriptions; Food; *Foods Instruction; Individualized Instruction; Learning Activities; *Meat; Military Training; *Occupational Home Economics; Study Guides

Developed as part of the Marine Corps Institute (MCI) correspondence training program, this course on meats and meat cookery is designed to help the Marine cook to identify, handle, process, and serve meats, poultry, fish, and shellfish. Introductory materials include specific information for MCI students and a study guide (guidelines to complete the course). The 13-hour course consists of five chapters or lessons. Each unit contains a text and a lesson sheet that details the study assignment and sets forth the lesson objective. A written assignment is also provided. Topics covered in the lessons include beef and veal; pork, lamb, and other meats; fish and shellfish; poultry products; and principles for cooking meats, poultry, fish, and shellfish. (YLB)

ED 258 057 CG 018 259

Lerner, Howard D.
Contemporary Psychoanalytic Perspectives on Eating Disorders: A Case Illustration.
PUB DATE- 27 Aug 84
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Anorexia Nervosa; Case Studies; Childhood Needs; Emotional Disturbances; Females; Individual Development; *Parent Child Relationship; *Psychotherapy
IDENTIFIERS- *Bulimia; *Psychoanalytic Theory

This paper examines recent formulations derived from different lines of conceptual development within psychoanalytic theory in relation to the anorexic and bulimic syndromes. The case history, clinical picture, and course of treatment of a bulimic adolescent girl are reviewed. This discussion illustrates the profound consequences upon cognition of primary failures in maternal empathy and holding. The patient's manifestation of the convergence of sensorimotor representation, an inchoate sense of self, complex symbiotic dynamics within the context of profound anaclitic neediness, and a powerful focus on the consumption and rejection of food are examined. Following this review, a comprehensive formulation derived from self-psychology, psychodynamic developmental and cognitive theory, and object relations theory is advanced. Emphasis is placed on tracing clinical symptoms to their developmental origin, providing a more comprehensive understanding of the symptoms themselves, and securing the formation of a more accurate treatment program. (NRB)

ED 258 071 CG 018 273

Forest, Mark J.

Quantitative and Qualitative Aspect of Loneliness: An Individual Difference Perspective.

PUB DATE- Apr 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (31st, Austin, TX, April 18-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; College Students; Higher Education; *Individual Differences; Interpersonal Relationship; *Loneliness; Path Analysis; Social Behavior
IDENTIFIERS- *Avoidance Behavior; *Self Consciousness

Researchers are divided as to whether loneliness is a result of diminished quantity or quality of social interaction. Although results have been produced which support each position, few studies have examined the relationship between the two. To qualify the relationship between the quantitative and qualitative aspects of loneliness by exploring the individual difference variables of self-consciousness and social anxiety, behavioral contact, and avoidance mechanisms, 109 undergraduates participated in a study. Subjects completed questionnaires which assessed loneliness, contact and avoidance mechanisms, self-consciousness, and social anxiety. A path analysis was performed on the data. The path coefficients from contact and avoidance mechanisms to loneliness showed that behaviors which minimized interpersonal contact were associated with high levels of loneliness, while behaviors which increased interpersonal contact were associated with lower levels of loneliness. When the individual difference variables of private self-consciousness and social anxiety were included in the model, it was revealed that persons high in self-consciousness used more avoidance mechanisms, yet did not experience loneliness, and socially anxious subjects used more contact seeking behaviors, yet did experience loneliness. (NRB)

Mullins, Deborah
Separation-Individuation in Female Adult Development.
PUB DATE- Apr 85
NOTE- 12p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (31st, Austin, TX, April 18-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; *Daughters; Developmental Stages; Females; *Mothers; *Parent Child Relationship; Personality Traits; Psychological Patterns; Psychotherapy; Young Adults
IDENTIFIERS- *Individuation

This study examined separation-individuation development issues for young adult women, from the perspective of object-relations theory. Its purpose was to explore a woman's perception of her relationship with mother as it is affected by age and request for psychotherapy as well as the relationship between mother-daughter bond and personality characteristics. Ninety-six women from 17 to 40 years of age volunteered to participate. They were grouped into two age ranges. Life Stage 1 women were 17-22 years of age, while Life Stage 2 women ranged from 23-40. Each woman completed a demographic data questionniare, the Identity vis-a-vis Mother Questionnaire (IVM-20) and the Clinical Analysis Questionnaire (CAQ). The IVM-20 contains four scales, each designed to measure a unique mother-daughter relationship: Indivdiuated, Symbiosis, Practicing, and Distancing. Individuated showed no differences as a function of age or psychotherapy, but it was correlated with emotional stability, assertiveness and self-assurance. The Practicing scale was higher for women seeking psychotherapy and it was correlated with emotional instability, apprehension and tension. Symbiosis was also related to seeking psychotherapy and was correlated with submission, self-reliance and apprehension. Distancing was high in the younger women and was correlated with assertiveness, enthusiasm, self-assurance and group dependence. The findings indicate that a woman's perception of her identity vis-a-vis mother relates to personality variables and acknowledgement of emotional distress. (Author)

Olson, Arthur V.
Readability Formulas--Fact or Fiction.
PUB DATE- 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; Elementary Secondary Education; *Readability; *Readability Formulas; Reading Instruction; *Reading Materials; Reading Material Selection; Reading Research

Four readability formulas were analyzed to determine the reading grade equivalence of instructional materials at the middle grades and above: the Dale-Chall formula, the Gunning-Fog Index, the Flesch Reading Ease Formula, and the McLaughlin SMOG Grading. In addition, Spache and Wheeler/Smith formulas were analyzed for evaluating primary grade materials. These analyses showed some problems with the readability formulas, including the following: (1) the formulas ignore much of the current knowledge and theoretical bases of the reading process, (2) they rest on a shaky statistical base, and (3) there is considerable variation in grade level designation for the reading selections. Furthermore, if the readability formulas are based upon the McCall-Crabbs Standard Test Lessons as their criterion for a standard, then the formulas themselves should indicate a difference in the difficulty levels from Books A-D, which they do not to the extent assumed by those who used the lessons as the criterion for the development of their formulas. The conclusions, based upon the findings, are that the readability formulas were based upon unsound criteria, that the correlation research to support the use of other formulas (strength by association) has similar weaknesses, and that the folklore extrapolated from the unfounded assumptions places the question of the use of readability formulas in great jeopardy. (EL)

Lewis, Dorothy P.
The Role of Interest in Students' Writing Fluency and the Quality of the Product.

PUB DATE- 83
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; Females; Grade 12; High Schools; *Individual Differences; Males; Sex Differences; Stereotypes; *Student Attitudes; Writing Evaluation; *Writing Instruction; *Writing Research; *Writing Skills
IDENTIFIERS- *Writing Attitudes

A study was conducted to examine the effects of students' interests on their writing. A group of 571 high school seniors, fluent and nonfluent in writing, completed a questionnaire dealing with aspects of writing interest, such as subject, form, or voice. Tape recorded interviews addressing the same aspects were conducted with 11 fluent seniors from another school. Findings from each section of the questionnaire, along with comments made by both fluent and nonfluent students, were compared with responses to corresponding questions in the interview. The results indicated few discernible differences between writing interests of fluent and nonfluent writers. Girls' choices for writing genres seemed to fit social expectations that they prefer sentimental, personal varieties of writing. Boys, however, were much less predictable. The findings suggest that teachers can assume a great many common interests among their grade 12 students, such as preference for writing from a personal viewpoint about familiar topics. However, individual differences will determine each student's approach to these general perspectives. The results also suggest that while students prefer writing in the reflexive mode, once they have experienced increasingly demanding writing assignments, students apparently enjoy a variety of forms and contextual patterns. (HTH)

ED 258 191 CS 208 936

Jackson, Rex

The Effects of the Mason Thinking and Writing Program on the Skills of Second Grade Children. Technical Report.

Applied Educational Research, Inc., Princeton, NJ.
REPORT NO.- AER-85-1
PUB DATE- Feb 85
NOTE- 81p.; Funding provided by the Mason Early Education Foundation.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; *Expository Writing; *Program Effectiveness; *Program Evaluation; Sentences; Writing Exercises; *Writing Improvement; Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- *Thinking Skills; *Writing Programs

A study assessed the effects of the Mason program (a supplementary language arts program in which expository writing is introduced) on writing skills, such as writing mechanics, expression, and related thinking skills. These skills were measured by standardized tests and by actual writing performance. Subjects, approximately 400 second grade students divided into a treatment group (in the Mason program) and a control group, were tested at the beginning and end of instruction. Program students were asked to write in such a way that a humorous imaginary character named Mr. Magargle (who is easily confused and who is always in need of help) can understand written explanations or instructions. The lessons included specific instruction and practice in exercising a variety of thinking skills important in expository writing, including classification skills, presenting a logical sequence of ideas, and distinguishing between the necessary and the unnecessary. Students were taught to reread and correct their own work. Results indicated that for most writing measures, statistically significant group differences favoring the treatment group were found, especially in sentence quality and in the overall quality of responses to writing exercises. Also, the great majority of experienced teachers thought that the Mason program had a moderately or strongly positive effect on student writing. (EL)

Harcourt, Jules; And Others
Research on Content of the Basic Business Communication Course (and Related Issues).
PUB DATE- Apr 84
NOTE- 11p.; In: Professional Communication in the Modern World: Proceedings of the Southeast Convention of the American Business Communication Association (31st, Hammond, LA, April 5-7, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Communication Skills; *Course Content; *Curriculum Design; *Educational Research; Instructional Materials; School Surveys; Speech Curriculum; Teacher Attitudes

More than 600 colleges and universities responded to a survey designed to determine the status of business communication education and to seek the opinions of business communication faculty on content emphasis and supplementary materials for an introductory business communication course. Survey results indicated that business communication instruction is an extensive offering in postsecondary schools. Two-thirds of the schools required a business communication course, while less than one-third required business English. Respondents indicated that in an introductory course the most emphasis should be given to communication fundamentals, letters and memos, and report writing, and the least emphasis given to communication theory and technology, organizational and oral communication, and related topics such as ethics and intercultural and nonverbal communication. While there was considerable agreement on the appropriate content emphasis for an introductory business communication course, there was a wide variation in instructional materials as indicated by the more than 100 textbooks used. The results also showed that microcomputers will play an increasing role in business communication in the future. (HTH)

ED 258 314 EA 017 736

Thomas, M. Donald; Wynne, George E.
Mississippi: The First Total Effective School State.
PUB DATE- 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Educational Improvement; Elementary Secondary Education; *Leadership Training; Management Development; *School Effectiveness; *State Action; State Boards of Education; State Departments of Education; *State Legislation
IDENTIFIERS- Mississippi

In late 1982 Mississippi passed a massive school improvement program shaped around the effective schools concept as defined by Ron Edmonds. The characteristics of effective schools identified by Edmonds and made the cornerstone of the Mississippi legislation were that (1) the principal is a strong instructional leader; (2) the school has an articulated, identified academic focus; (3) high expectations are maintained of teachers and students; (4) student progress is measured regularly and systematically; and (5) a safe and orderly climate conducive to teaching and learning is maintained. Among the provisions of the law are that the state superintendent be appointed by a state board of education rather than elected, and that a School Executive Management Institute be created to train local school principals and local district superintendents in the principles of effective schooling and the leadership techniques necessary to implement them. The training programs have proved to be both effective and popular, largely due to the leadership of the appointed state superintendent, Richard Boyd. (PGD)

ED 258 012 CE 041 679

McIntire, James L.
Federal Policy toward Youth Employment: An Historical and Political Analysis.
Washington Univ., Seattle. Inst. for Public Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 69p.; For related documents, see CE 041 676-680.
GRANT- NIE-G-80-0138
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; Career Education; *Economic Climate; *Federal Government; Federal Legislation; Federal Programs; Out of School Youth; *Policy Formation; Postsecondary Education; *Public Policy; Secondary Education; Unemployment; Youth; *Youth Employment; Youth Programs

The development of Federal policies affecting youth employment has gone through five critical periods during the 20th century. The period began with the failure of child labor reformers to obtain Federal intervention in youth labor markets. The New Deal greatly enhanced a reversal of the trend. Development of the Great Society programs provided an ongoing Federal commitment to improving the employability of disadvantaged youth. Comprehensive Federal youth employment programs initiated attempts to roll back earlier Federal efforts to intervene in the youth labor market. Currently, proposals are favoring greater involvement of the private sector in youth employment policy formulation. Each of the five major periods of Federal policy initiatives concerning youth employment policy has been characterized by excessive labor supply conditions. It is hypothesized that these periods of excessive labor supply have been significant factors in the creation and perpetuation of a political coalition that has successfully influenced Federal youth employment policy. Federal youth employment policy has had two major focuses: exclusion (limiting youth access to adult labor markets) and enclosure (keeping youth "busy" outside the adult labor market). The rationale is economic efficiency--keeping youth in school to protect adult jobs and increasing youth skills to improve productivity and career opportunities. (YLB)

ED 258 026 CE 041 716

Powell, Theressa

Introduction to Office Duplication Practices. Units of Instruction. Teacher's Guide.

East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 264p.; For a related document, see CE 041 717.
AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. BO-177-TG).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Career Exploration; Classroom Techniques; *Competency Based Education; Employment Interviews; Guidelines; Human Relations; Hygiene; Job Application; *Job Search Methods; Leadership; Learning Activities; Lesson Plans; Office Machines; *Office Occupations Education; Postsecondary Education; *Reprography; School Safety; Secondary Education; State Curriculum Guides; Teaching Methods; Units of Study; *Vocational Adjustment; Work Attitudes

This teacher's guide is designed for use in providing secondary and postsecondary students in office occupations education programs with an introduction to office duplication practices. Addressed in the individual units of the guide are the following topics: orientation to classroom policies; classroom safety; grooming, hygiene, and nutrition; human relations; job application and interview; job success; and youth leadership. Each unit contains some or all of the following: objectives, notes to the instructor, information sheets, transparency masters, activity sheets, a test, and answers to activity sheets and tests. (MN)

ED 258 128 CG 018 331

Mathes, Eugene W.; Deuger, Donna J.
Jealousy and Moral Maturity.
PUB DATE- May 85
NOTE- 19p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (57th, Chicago, IL, May 2-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Jealousy; Maturity (Individuals); *Moral Development; *Sex Differences

Jealousy may be perceived as either good or bad depending upon the moral maturity of the individual. To investigate this conclusion, a study was conducted testing two hypothesis: a positive relationship exists between conventional moral reasoning (reference to norms and laws) and the endorsement and level of jealousy; and a negative relationship exists between postconventional moral reasoning (reference to universal moral principles) and the endorsement and level of jealousy. College students (54 males, 66 females) completed the California F scale to measure conventional moral reasoning; the Atittudes Toward Women scale to assess traditional sex role endorsement; the Defining Issues Test as a measure of postconventional moral reasoning; and two jealousy measures. Analysis of results showed that the expectation of a positive relationship between conventional moral reasoning and endorsement and level of jealousy and a negative relationship between postconventional moral reasoning and jealousy was confirmed for women but not for men. The findings suggest that women are more likely than men to use their morality to resolve conflicts. (MCF)

ED 258 160 CS 008 071

Reddix, Michael D.; And Others
Mental Chronometry during Fixations in Reading: Processing Orthographic Characteristics of the Text.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 4 Apr 85
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
CONTRACT- 400-76-0116
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Eye Fixations; *Eye Movements; Higher Education; *Language Processing; *Orthographic Symbols; *Reading Comprehension; Reading Processes; *Reading Research; Visual Perception
IDENTIFIERS- Cathode Ray Tubes

Thirty-six college students read a portion of a contemporary novel presented on a cathode ray tube while their eye movements were being monitored and recorded in an effort to determine how soon after the onset of a fixation during reading the mind begins to deal with characteristics of the language being perceived. The passage contained a total of 994 lines of text. Prior to reading, the participants were told that they would encounter words that had been replaced by other words or nonword strings in order to make reading more difficult. They were instructed that their task was to try to read and understand the text despite these obstacles. The passage was broken into 15 segments of approximately equal length. Subjects answered true-false comprehension questions after reading each segment, including a practice passage. The data indicated that eye movement control was affected by orthographic characteristics of the language within 140-159 msec. The results were found to be comparable to those of a previous study that utilized orthographically irregular strings, but involved stimulus changes during fixations. (HOD)

ED 258 237 CS 209 024

Izard, Ralph S.; Hesterman, Vicki
Ethical Dilemmas and Modern Journalists.
PUB DATE- 4 Aug 85
NOTE- 41p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ethics; *Journalism; *Moral Values; *News Media; *News Reporting; Occupational Surveys
IDENTIFIERS- *Journalists

In a study to examine journalistic integrity, two recent surveys answered by a combined total of 1,936 American journalists requested responses to questions as well as to specific hypothetical ethical dilemmas. In Survey A (conducted in 1983), questions were structured to provide information on beliefs and/or news media policy in four categories of potential journalistic ethical problems: (1) gifts, favors, and free travel; (2) outside activities; (3) journalistic contests; and (4) news judgment. Survey B, designed as a followup to the 1983 study, specifically involved news judgment and journalistic technique and provided 30 case studies of possible ethical dilemmas. Responses to Survey A showed that in contrast to an earlier 1974 study, the following conditions exist currently: there is now a greater likelihood of having guidelines about accepting gifts; enthusiasm for journalistic contests has declined; and less inclination exists to violate legal or ethical privacy codes or generally accepted standards of behavior. Results of Survey B show that American journalists seem to be shifting the focus of their ethical concerns from such internal matters as gifts, favors, and conflict of interest to such external matters as news judgments and acceptable journalistic technique, while still being split about the extent to which one should go in seeking information and the extent to which information should be made public. (Tables of findings and questionnaires are included.) (EL)

ED 258 285 CS 504 247

Cooper, Thomas W.
Affirmative Communication as Health: The New Paradigm.
PUB DATE- 9 Nov 81
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Ocean City, MD, April 27-30, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Behavior Patterns; Communication Research; *Emotional Response; Humor; Mass Media Effects; Models; *Physical Health; Self Concept; Self Expression; *Speech Communication; *Well Being

A wide range of interesting observations of the past decade, which may now cast their shadow as the health communication paradigm of the forthcoming decade, can be clarified and correlated. One example of effective communication therapy was Norman Cousins's hospitalization with the crippling disease, "ankylosing spondylitis." Using large doses of media comedy and Vitamin C, Cousins believes he laughed his way back to health. Despite this case, laughter can be considered as an aspect of communication, not medicine. Increasingly, research conclusions suggest a major relationship between individual expression and the individual state of health. Noting such interaction between personality and health, the surgeon Wallace Ellerbrook has prescribed changes in patient communication patterns rather than emphasizing drugs, diet, or other external treatments. What is emerging is (1) the increasing correlation of empirical validation with previously theoretical hypotheses, (2) movement beyond academic debate into the broader public Cousins's audience signifies, (3) a startling open-mindedness to forthcoming evidence and fresh perspectives, (4) an adventurous quest for the scientific understanding and healthy employment of human emotion, and (5) the premise that health and communication define and reflect each other at the core level and may be ultimately identical if properly understood. (EL)

ED 258 300 CS 504 956

Plax, Timothy G.; And Others
Power in the Classroom VI: Verbal Control Strategies, Nonverbal Immediacy and Affective Learning.
PUB DATE- 84
NOTE- 30p.; For other volumes in series, see ED 215 389, ED 225 218, ED 238 062, ED 251 868, and CS 504 955.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affective Objectives; Behavior Problems; *Classroom Communication; Classroom Environment; Classroom Techniques; *Communication Research; Elementary Secondary Education; *Nonverbal Communication; Speech Communication; Student Behavior; Teacher Behavior; Teacher Student Relationship; *Verbal Communication
IDENTIFIERS- Behavior Alteration Techniques

Recognizing that nonverbal behaviors typically provide the framework for interpreting verbal messages, this project (the sixth in a series of projects designed to examine teacher power in the classroom) proposed and sequentially tested a heuristic model of student affective learning as a function of behavior alteration techniques and teacher nonverbal immediacy. Employing a two-study correlational design, the model was tested in five stages across secondary and college students. Results supported the proposed positive relationships among teachers' use of behavior alteration techniques, immediacy, and student affect for both studies. Teachers' selective use of verbal control strategies in the classroom was shown to be indirectly related to affective learning as a function of students' perceptions of teacher immediacy. (Author/EL)

ED 258 330 EA 017 790

Augenblick, John
Teacher Salaries and the States.
AVA, Inc., Denver, CO.
REPORT NO.- AVA-06
PUB DATE- Oct 84
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Finance; Elementary Secondary Education; *Expenditures; Government Role; National Surveys; State Government; Statistical Data; Tables (Data); *Teacher Salaries; Teacher Student Ratio; Trend Analysis

Recent trends do not indicate that teachers' traditionally low salaries are improving dramatically, though several states have taken steps to raise salaries and make teaching more attractive. As student enrollments fell by almost 15 percent between 1974 and 1984, the number of teachers decreased by less than one-tenth of 1 percent. The resulting growth in per pupil costs may have held salaries down. Teachers' pay rates are low compared with those of other professionals and other school personnel, have a very limited potential for growth, and have failed to keep pace with inflation. Variations among the states in salaries and salary growth have been wide. While overall educational expenditures have increased by 140 percent since 1974, teacher salaries have decreased as a percentage of current operating expenses. While few states play a central role in determining teachers' salaries, many play an indirect role through such policies as providing aid or establishing minimum salary levels. These findings are based on data (presented in five tables) on the numbers of teachers and pupils, the average salaries, the current expenditures, and the relationships between salaries and expenditures in each of the states. (PGD)

ED 257 939 CE 041 065

Klimova, Marta, Ed.
In-Service Training of Graduated Teachers for Guidance and Counselling of Youth. Proceedings of International Seminar (Prague, Czechoslovakia, March 22-26, 1982).
European Information Center of the Charles Univ. for Further Education of Teachers. Prague (Czechoslovakia).
PUB DATE- 84
NOTE- 253p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Choice; *Career Counseling; *Classroom Techniques; *Counseling Techniques; Delivery Systems; Educational Needs; *Educational Practices; Foreign Countries; *Inservice Teacher Education; Models; Needs Assessment; Postsecondary Education; *School Counseling; Secondary Education
IDENTIFIERS- Czechoslovakia; Czechoslovakia (Moravia); Denmark; Finland; Norway; USSR

These proceedings consist of 12 papers examining various strategies used in different countries throughout the world for providing teachers with inservice training in counseling students. Included in the volume are the following papers: "Inservice Training of Graduated Teachers for Guidance and Counselling of Youth in CSSR" by Marta Klimova; "Teachers and Counsellors: Are Their Respective Roles Interchangeable?" by Gilbert Metraux; "Questions Related to the Improvement of the System of Psychological and Pedagogical Vocational Training and Guidance" by Jurgen Migdalek; "Problems of Training Specialists for Vocational Guidance in the USSR" by N. A. Chromenkov; "Significance of the Function of the System of Vocational Guidance and Counselling of Pupils" by V. F. Vitinsh; "Inservice Training of Graduated Teachers for Guidance and Counselling in the Folkeskole" by Tove Love; "The Work and Training of Study Counsellors in Finland" by Matti Partanen; "A Few Statements of Some Counselling Tasks in Education of Teachers in Norway" by Eirik Sjomaeling; "Role of the Teacher in Forming Psychological Readiness for the Choice of a Production Vocation" by Neno Nenov; "Forms of Inservice Training of High School Counsellors" by Zlatko Dobrev; "Experience Gained with Training School Counsellors in the North Moravia Region" by Kamil Pernicky; and "Assessment of the Model of the School Counsellor's Activity at Secondary Vocational Schools" by Karol Adamovic. Appended are the seminar program, participant list, final report, and adopted recommendations. (MN)

ED 257 966 CE 041 615

Beard, John G.; And Others

Improving Technology, Training, and Opportunities for Blind People in Word Processing.

Telesensory Systems, Inc., Mount View, CA.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 72p.; Parts of the appendix will not reproduce well.
CONTRACT- 300-84-0177
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blindness; Computer Software; Educational Needs; Electromechanical Aids; Electronic Equipment; Employment Patterns; Equal Opportunities (Jobs); Equipment Utilization; *Facility Requirements; Information Networks; Job Training; Linking Agents; Mainstreaming; Microcomputers; Needs Assessment; *Normalization (Handicapped); Office Machines; Office Occupations Education; Online Systems; Postsecondary Education; *Shared Services; State of the Art Reviews; Telecommunications; Trend Analysis; *Vocational Rehabilitation; *Word Processing
IDENTIFIERS- *Adaptive Devices

Existing adaptive devices do not give blind persons full access to today's word processors or the personal computers (PCs) replacing them. Therefore, a study examined information concerning the technological and training imperatives that must be addressed in order to allow blind individuals complete access to the field of word processing. Because word processing systems are highly proprietary, it is not prudent to develop adaptive devices for specific, dedicated word processors. Rather, efforts should be concentrated on developing adaptive devices to be attached to PCs capable of running applications programs that can generate sharable files. Hardware and supporting software must be developed to facilitate sharing of files along the following avenues: across phone lines, between different operating systems, between different applications programs, and between systems in which both the operating systems and applications programs differ. At present, only a handful of rehabilitation agencies across the country are training blind people to use the types of hardware for which file sharing is available. Blind persons must receive more and better training in the areas of using adaptive aids sharing files; should be given the opportunity to gain proficiency on a given device prior to employment; and, once on the job, should be allowed to perform more than one task, not just word processing. (MN)

Exemplary Vocational Guidance Projects in Virginia (1984-1985 Project Abstracts).

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Adult Education Service.

PUB DATE- 84

NOTE- 97p.; For related documents, see ED 212 929, ED 221 773, and ED 241 843.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Abstracts; Career Counseling; *Career Guidance; *Computer Oriented Programs; *Demonstration Programs; *Disabilities; Elementary Secondary Education; Guidance Programs; Individual Needs; Middle Schools; Postsecondary Education; Program Descriptions; *Program Implementation; *School Business Relationship

IDENTIFIERS- Special Needs Students; *Virginia

This booklet, developed for persons interested in exemplary programs to improve vocational guidance and counseling, reviews currently funded projects in the field of vocational guidance. The document contains abstracts from 39 exemplary projects in vocational guidance and counseling in the state of Virginia. Included are abstracts from 7 projects dealing with business/industry/guidance exchange programs; 21 projects concerned with the implementation of microcomputer vocational guidance services; 5 projects at the middle school level; and 6 projects for persons with special needs. For each project, the objectives are listed, the procedure for implementation is outlined, and the project's contribution to vocational guidance is discussed. A directory giving names, addresses, and telephone numbers of local project directors as well as schools, institutions or agencies receiving funding is included. (NRB)

ED 258 086 CG 018 288

Kaplan, Martin F.; Amstutz, Diane K.

Training Moral Reasoning without Training Morality.

PUB DATE- 2 May 85

NOTE- 13p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (57th, Chicago, IL, May 2-4, 1985). Research was aided by a Doctoral Fellowship Award from Northern Illinois University to the second author.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Development; Cognitive Style; Comparative Analysis; Ethics; *High School Freshmen; High Schools; *Moral Development; *Moral Values; *Teaching Methods

One common paradigm used to study moral reasoning involves assessing the reasoning leading to choices among alternative actions, each with moral implications. Preconventional reasoning emphasizes external rewards and punishments, conventional reasoning centers on acceptance of societal rules and expectations, and postconventional reasoning is based on abstract, internalized principles of ethical behavior. To address the problems associated with the confusion between reasoning and values in moral reasoning research a group of high school freshmen responded to four nonmoral social judgment tasks. Subjects (N=32) in the training group participated in discussions which led them from simpler to more configural reasoning. Controls (N=32) responded to the same tasks without discussion. All subjects then took a moral choice task involving eight basic scenarios, each providing a choice dilemma involving conflicting moral principles. Comparison between training and control groups revealed that trained subjects were more configural in integrating information about preconventional, conventional, and postconventional outcomes in subsequent moral choice dilemmas. Although trained subjects combined the rationales in a more complex manner than did the controls, there was no tendency for trained subjects to uniformly choose more moral alternatives. These results suggest that reasoning complexity can be directly trained, and trained separately from moral values. Training complex reasoning in nonmoral tasks appeared to avoid the pitfall of inculcating moralistic values. (NRB)

ED 258 100 CG 018 303

Summary of States' Issues on Aging. An Information Paper by the General Accounting Office to the Chairman of the Select Committee on Aging. House of Representatives, Ninety-Eighth Congress, Second Session.

General Accounting Office, Washington, D.C.

PUB DATE- Apr 85

NOTE- 209p.; Contains many tables with small print.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Aging (Individuals); *Economic Status; *Government Role; *Health Needs; Individual Needs; National Surveys; *Older Adults; *Social Environment; State Surveys

IDENTIFIERS- Congress 98th; White House Conference on Aging

This document presents a summary of states' issues on aging and a catalogue of the economic, social, and health issues of importance as expressed by older Americans. The information contained in the report was gathered from each of 50 State mini-White House Conferences on Aging held in preparation for the 1981 White House Conference on Aging. An overview section summarizes states' issues by dimension (economic, social, health) and examines the states' recommendations for improvements. The report notes that states suggested reducing the cost of services as the best way to improve the economic status of the elderly, perceived the elderly as performing multiple roles in improving their social condition, and recommended research and development issues to improve the health condition of the elderly. The methodology for summarizing state recommendations is explained, including the development of a model to analyze state issues and the guidelines for coding information. The majority of the document consists of recommendations discussed alphabetically by state. For each state, the concerns of the elderly are compared with nationwide concerns, improvements to be achieved through government and nongovernment sources are listed, assistance to the elderly through existing organizations is discussed, and suggested resources needed to improve the health, economic, and social conditions of the elderly are given. (NRB)

ED 258 206 CS 208 974

Terry, Ann

Children's Poetry Preferences: A National Survey of Upper Elementary Grades. NCTE Research Report No. 16.

National Council of Teachers of English, Champaign, Ill.

SPONS. AGENCY- National Council of Teachers of English, Urbana, Ill. Research Foundation.

REPORT NO.- ISBN-0-8141-1535-2

PUB DATE- 74

NOTE- 81p.; Replaces ED 092 983 (which is same document, but originally processed without microfiching). Report sponsored by the NCTE Committee on

AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 06609, $3.50 member, $4.75 nonmember).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Age Differences; *Childhood Interests; *Educational Research; Intermediate Grades; Literary Styles; *Literature Appreciation; *Poetry; *Reader Response; Reading Material Selection; School Surveys; Sex Differences; *Student Reaction

IDENTIFIERS- *Reader Preferences

The responses of 422 fourth, fifth, and sixth grade students were analyzed in a survey that sought (1) to determine what poems selected for the survey were most enjoyed by the students; (2) to analyze the most popular poems considering such characteristics as the form, content, certain poetic elements, and age of the poem; and (3) to determine any relationships between children's choices and grade level, sex, and type of school setting. The 113 poems selected for the study were suggested by five consultants: two professors of children's literature, two upper elementary grade teachers, and Helen K. Mackintosh, a pioneer investigator of children's poetry preferences. Among the findings were the following: (1) children's poetry choices had remained stable and consistent throughout the years; (2) there was a preference for poems written in narrative form; (3) if poems were difficult to understand, they were disliked; (4) in addition to humorous content, familiar experience and animals were particularly enjoyable; (5) contemporary poems with modern content were preferred over traditional poems; and (6) favorite poems usually contained more than one popular characteristic. The appendices include lists of the following: poems selected for the survey; poetry anthologies containing the most popular poems; and books and journal articles. (HOD)

ED 258 222 CS 209 005

Culbertson, Hugh M.; Stempel, Guido H., III

Media Use and Reliance--How Do They Interact in Affecting Knowledge Level.

PUB DATE- Aug 85
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Journalism; *Knowledge Level; *Media Research; *News Media; *Newspapers; Orientation; Political Issues; Public Opinion; *Television Viewing
IDENTIFIERS- *Media Reliance; *Media Use

A phone survey of 450 Ohioans was completed over the three-week period before a state-wide election on November 8, 1983, to examine three types of orientation to newspapers and television. The types were frequency of media use focusing on state and local politics, frequency of media use for news in general, and the presence or absence of primary reliance on a given medium. Respondents were asked to summarize pro and con arguments relating to a pair of referenda on state revenues and taxes. Major dependent variables were the number of arguments reported as favoring a respondent's own pro or con position, the number of arguments opposing that position, and total arguments given. Each of these factors was interpreted as indexing a type of knowledge level. Results revealed that focused television news use correlated more positively with knowledge of the issues than did general news use; however, newspaper use showed positive correlation for both types of news consumption. In addition, focused media use correlated with knowledge of arguments against one's own position for newspaper dependent respondents but not for television dependent respondents. Finally, it was found that focused media use correlated with knowledge of arguments, but that media reliance did not. (HOD)

ED 258 254 CS 209 053

Bernstein, James M.

The Public's View of Newspaper Accountability.

PUB DATE- Aug 85

NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Accountability; Mass Media Effects; *Media Research; *Newspapers; *Ombudsmen; *Public Opinion; Public Relations; *Reader Response

IDENTIFIERS- Courier Journal (Louisville); Louisville Times

A study was conducted to determine how readers regard the accountability of newspapers that employ ombudsmen. Subjects were 393 readers of Kentucky's "Louisville Times" and "Courier Journal." Both papers, the first American papers to hire ombudsmen, publicize the existence of the ombudsman in a daily column, and from 1974 to 1981, the "Times" employed a news critic whose responsibilities included writing a regular column that evaluated the work of area news media, including those owned by his publisher. Three sets of questions were administered to subjects by telephone. The first dealt with awareness of the ombudsman program at the papers, the second dealt with readership of the news criticism column, and the third dealt with perceptions of accountability. Results indicated that slightly more than half the sample were unaware of the program, while slightly more than one-fifth of the sample were most aware of it. More than 45% of the "Times" readers said they read the news criticism column at least once a month, although nearly two thirds of them could name neither the column nor the writer. Furthermore, the 45% who said they read the column did not connect the column with attempts by the newspaper to be accountable. Awareness of the ombudsman program had a positive influence on perceived newspaper accountability. The results suggest than an ombudsman may work well as a public relations device with readers. (HTH)

ED 257 953 CE 041 584

Stebbing, M. Carolyn; And Others

Human Potential: A Study of Locus of Control, Sex Role Orientation, and Career Maturity.

PUB DATE- Apr 85
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, April 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; *College Students; Differences; Females; Higher Education; Influences; *Locus of Control; Personality Traits; Predictor Variables; School Surveys; *Sex Role; *Sex Stereotypes; Student Attitudes; *Vocational Maturity

A study examined the effects of locus of control and sex role orientation on career maturity and also the correlation between level of career maturity and level of femininity. The study sample consisted of 61 undergraduate junior and senior women from a large southwestern university. Half of them were married, and their average length of work experience was three years. Each subject completed a test battery consisting of a personal attributes questionnaire, a career maturity inventory, an attitude scale, and an instrument designed to gather personal background information. Locus of control was shown to be the most valid predictor of career maturity. The relationship between career maturity and masculinity in this study was not statistically significant and thus did not appear to be a valid predictor. These results were taken to indicate that counselors attempting to aid women in developing their career potential should focus on encouraging more autonomous and assertive traits in female students. (MN)

ED 257 979 CE 041 644

Miller, Juliet V.

Establish a Career Development Theory. Module CG A-4 of Category A--Guidance Program Planning. Competency-Based Career Guidance Modules.

American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

REPORT NO.- ISBN-0-934425-03-5

PUB DATE- 85

NOTE- 90p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.

AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Career Development; *Career Guidance; Citations (References); Competence; Competency Based Education; *Counseling Theories; Counselor Training; Evaluation Methods; *Guidance Programs; *Inservice Education; Learning Activities; Learning Modules; Models; Planning; Postsecondary Education; Program Development; *Program Improvement; Resources; Units of Study

This module is intended to help guidance personnel in a variety of educational and agency settings increase their skills in selecting a career development theory and developing a plan for applying that theory in all phases of career guidance program development, as well as evaluating its effectiveness. The module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. Patterned after the Performance Based Teacher Education Modules developed at the National Center for Research in Vocational Education, the modules teach competencies for planning, supporting, implementing, operating, and evaluating guidance programs. The module follows a standard format that includes the following components: (1) an introduction that gives the user an overview of the purposes and content of the module; (2) a section that provides information about the module goal and a list of the competencies covered in the module; (3) a reading containing information on each of the competencies; (4) learning experiences consisting of an individual activity, individual feedback, and a group activity; (5) evaluation techniques that can be used to measure what workshop participants need prior to training and what they have accomplished through training; and (6) an annotated list of resources. (KC)

ED 257 990 CE 041 655

Mahrt, James; Phillips, Linda
Infuse Curriculum-Based Guidance. Module CG C-4 of Category C--Implementing. Competency-Based Career Guidance Modules.
American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- ISBN-0-934425-16-7
PUB DATE- 85
NOTE- 88p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.
AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Career Choice; Career Development; Career Education; *Career Guidance; *Competency Based Education; Counselor Evaluation; *Counselor Training; *Fused Curriculum; *Guidance Personnel; Guidance Programs; Individualized Instruction; Integrated Curriculum; Job Skills; Learning Activities; Learning Modules; Postsecondary Education; *Teaching Methods

This module, one in a series of competency-based guidance program training packages, focuses on specific professional and paraprofessional competencies of guidance personnel. Modules in Category C suggest how to conduct, accomplish, or carry out selected career guidance program activities. The purpose of this module is to help career guidance personnel gain additional skills needed to ensure that career guidance concepts are integrated in the curriculum by others and/or personally incorporating career guidance curriculum in their own instruction. It begins with a section that presents the module goal and a listing of the five competency statements. An introduction gives an overview of the purpose and content of the module. The next section presents a reading (cognitive information) on each one of the competencies. Learning experiences related to the needed competencies follow. One learning experience exists for each competency (or cluster of competencies), and each may stand on its own. Each learning experience consists of an individual activity, individual feedback, and group activity. An evaluation section contains a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. A final section lists all references and provides annotations of related major resources. (YLB)

ED 258 042 CE 041 781

Vegetables, Soups, Sauces, Gravies and Beverages.
Marine Corps Inst., Washington, DC.
REPORT NO.- MCI-33.19
PUB DATE- 84
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Continuing Education; *Cooking Instruction; *Cooks; *Correspondence Study; Course Descriptions; *Food; *Foods Instruction; Individualized Instruction; Learning Activities; Military Training; *Occupational Home Economics; Study Guides

Developed as part of the Marine Corps Institute (MCI) correspondence training program, this course on vegetables, soups, sauces, gravies, and beverages is designed to increase Marine Corps cooks' effectiveness as food handlers, using the proper techniques in the preparation of these items. Introductory materials include specific information for MCI students and a study guide (guidelines to complete the course). The nine-hour course consists of three chapters or lessons. Each unit contains a text and a lesson sheet that details the study assignment and sets forth the lesson objective. A written assignment is also provided. (YLB)

ED 258 072 CG 018 274

Kelty, Ellen

Self-Perceptions of Competence and Acceptance in Child Observers of Wife Battering.

PUB DATE- Apr 85
NOTE- 23p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Tucson, AZ, April 24-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Battered Women; *Cognitive Ability; *Interpersonal Competence; *Observation; Parent Child Relationship; Peer Acceptance; *Preschool Children; *Self Concept

Many clinical observations of child witnesses of violence have been made, yet there has been little systematic research on the relationship between observing violence and perceived self-competence. Possible correlates of observing wife battering in the self-perceptions of young children were examined by administering the Pictorial Scale of Perceived Competence and Acceptance for Young Children to 4 and 5 year olds. Subjects were 16 children from Denver area Safehouses for battered women who had observed battering, and 16 children from a Denver area day care center who had not observed battering. Families from the two groups were comparable in income and parental marital status. The results indicated that the Safehouse children scored lower than the day care center children on the scales measuring social competence, cognitive competence, and paternal acceptance. The differences between the two groups on scales measuring maternal acceptance and physical competence did not achieve significance. A significant difference was also found in a combined score of all five scales, and in the combined score of cognitive, social, and physical competence and maternal acceptance. These data suggest that the Safehouse children felt less accepted by their peers and their fathers than did the day care center children, and felt less competent in cognitive skills. (NRB)

ED 258 144　　　　　　　　　　　　　　　　CS 008 052

Cranney, A. Garr; Holladay, Valerie
History of Reading: A Bible Corpus for Reading Professionals.
PUB DATE- May 85
NOTE- 22p.; Paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biblical Literature; *Content Analysis; Cultural Context; Life Style; *Reading Attitudes; *Reading Research; Reading Teachers; *Religion; Religious Factors; *Social History; Sociocultural Patterns

To identify and make available reading-related Bible references for reading teachers, a computerized text of the 1611 King James Bible was generated, using reading-related terms extracted from Bible concordances and student papers. Such words as "read," book," "word," "study," and "language" generated about 4,800 references. Thirteen annotated reference lists organized by topic were then constructed from those passages considered to have substantial relevance to the teaching of reading. The 13 topics included: reading teachers; importance of reading; reading purposes and promises; effects of reading; reading difficulty; language and words; reading comprehension; readiness; methods; research, writing, and publication; readability; reading and Christ; and censorship. The analysis revealed that those ancient societies of believers regulated their affairs, related to deity, and transmitted their values and heritage to succeeding generations through books and records. Reading and study were considered to have divine approval and provisions were made for the illiterate so they would enjoy the same benefits. Reading was also an active, searching process, closely equated with righteousness and was used in ceremonies of worship. Furthermore, it was through books of divine command and especially prophecy that the community maintained its conviction of a unique, favored status with God. (HOD)

ED 258 176 CS 208 867

Hudson, Sally A.
Context and Children's Writing.
PUB DATE- 1 Mar 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Language; Elementary Education; *Environmental Influences; Family Influence; Teacher Influence; Writing Improvement; *Writing Instruction; *Writing Processes; *Writing Research; *Writing Skills
IDENTIFIERS- Contextual Analysis; Promising Practices; Writing Attitudes; *Writing Contexts

A study was conducted to examine children's developing perceptions of contextual factors surrounding their writing at home and at school. Subjects were 20 children from grades one through five, who wrote in a wide range of contexts. Children's writing products for three months were labeled for ownership, setting, audience, purpose, and genre, during interviews conducted every three weeks. Based on these interview data, categories of five contextual factors were defined. The products and categories of the 10 most extensive writers were further analyzed to examine the range of audiences, purposes, and genres occurring by grade level within three common writing situations: (1) spontaneous writing at home, (2) spontaneous writing at school, and (3) assigned writing primarily at school. At all grades children cited more audiences, purposes, and genres for their spontaneous writing than for assigned writing. While the number of categories remained fairly stable after grade 1 for assigned writing, the number cited for spontaneous writing generally increased across grade levels. Within spontaneous writing, the number of categories listed for each factor moved from emphasis at home in grade one to school by grade three and back to both settings by grade five. The results suggest that restructuring the classroom to allow for real, rather than assigned, constraints may allow children more natural and extensive development as writers. (A list of categories of contextual factors is appended.) Tables of findings are included. (HOD)

ED 258 270 CS 209 079

Clarke, Lillian W.
An Analysis of the Content of Business Communication Courses in Louisiana.

PUB DATE- Apr 84
NOTE- 11p.; In: Professional Communication in the Modern World: Proceedings of the Southeast Convention of the American Business Communication Association (31st, Hammond, LA, April 5-7, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Communication (Thought Transfer); *Communication Skills; *Course Content; *Educational Research; Higher Education; Instructional Materials; Secondary Education; *Teacher Attitudes; Teaching Methods; Writing Instruction
IDENTIFIERS- *Louisiana

A study was conducted in Louisiana to ascertain trends in business communication subject matter that could lead to improved methods of teaching business communication while simultaneously providing greater relevance to today's business world. A limited-choice response scale was completed by 20 business communication educators; 10 who were attending a state professional conference; and 5 teachers from each of 2 parishes, who responded to telephone interviews. The affiliations of respondents were divided equally among secondary and postsecondary institutions. The results indicated that 90 percent of respondents felt greater emphasis should be placed on editing written documents in business education courses, while 80 percent thought that more emphasis should be placed on listening skills. Although the study showed agreement among respondents concerning the content needed in business communication courses, there was no general concensus about the order in which other topics should be presented after an initial review of grammar and paragraph writing. There was agreement that teaching materials should be supplemented by library references, but that a comprehensive textbook geared to the students' level is the best tool; however, it was also felt that existing textbooks are not adequate for this developing field. A major implication of the study is that business communication content is not static, but is evolving along with changes in business and government. (HTH)

ED 258 315 EA 017 737

Thomas, M. Donald
The Education Improvement Act of 1984.
PUB DATE- 85
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrators; *Educational Attitudes; Elementary Secondary Education; *Politics of Education; Public Support; State Action; *State Legislation
IDENTIFIERS- South Carolina; *South Carolina Education Improvement Act 1984

South Carolina's Education Improvement Act of 1984 is motivating, innovative, challenging, and satisfying. The law is motivating to the citizens of South Carolina because it promises increased student academic achievement, better services to special groups of students and school personnel, improved school conditions, extensive community involvement in school affairs, and higher public confidence in the schools. The law is innovative in recognizing the coalition behind its own success; incorporating incentive programs for teachers, principals, and schools; establishing a process for intervening where the quality of education is impaired; creating a Division of Public Accountability; and establishing annual assessment procedures. The movement for reform is challenging in that the coalition is fragile, continued managerial and financial maintenance of the effort is required, and the assessment program must be strong. The effort is satisfying because it can make a difference, showing the nation that South Carolina understands the values of education, is committed to its people, is informed in its actions, and is united in a common purpose. (PGD)

ED 258 001 CE 041 667

Cook, Patricia; Stewart, Ellen

Meet Guidance Needs of Older Adults. Module CG C-16 of Category C--Implementing. Competency-Based Career Guidance Modules.

American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

REPORT NO.- ISBN-0-934425-28-0
PUB DATE- 85
NOTE- 88p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641. Adapted by G. Brian Jones.
AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adjustment (to Environment); Age Discrimination; *Aging (Individuals); Attitude Change; Bias; Career Counseling; Career Development; *Career Guidance; Check Lists; Competency Based Education; Counseling Objectives; *Counseling Techniques; *Counselor Attitudes; *Counselor Client Relationship; Counselor Role; Counselor Training; Guidance Personnel; Inservice Education; Learning Activities; Learning Modules; Lesson Plans; Listening Skills; *Older Adults; Paraprofessional Personnel; Postsecondary Education; Problem Solving; Questionnaires; Secondary Education; Self Evaluation (Individuals); Stereotypes

This learning module, one in a series of competency-based guidance program training packages focusing upon professional and paraprofessional competencies of guidance personnel, deals with meeting the guidance needs of older adults. Addressed in the module are the following topics: describing a negative and a positive bias, stereotype, or attitude held toward older adults and determining the possible cause and effects of each one; describing examples of older adults' positive and negative accommodation to changes in life roles and factors that explain each type of accommodation; identifying strengths and weaknesses in listening and attending skills; and applying a problem-solving strategy to help older adults solve their career development problems. The module consists of readings and learning experiences covering these four topics. Each learning experience contains some or all of the following: an overview, a competency statement, a learning objective, one or more individual learning activities, an individual feedback exercise, one or more group activities, and a facilitator's outline for use in directing the group activities. Concluding the module are handouts, a participant self-assessment questionnaire, a trainer's assessment questionnaire, a checklist of performance indicators, a list of references, and an annotated list of suggested additional resources. (MN)

ED 258 027 CE 041 717

Powell, Theressa
Duplication. Units of Instruction. Office Duplication Practices. Teacher's Guide.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 272p.; For a related document, see CE 041 716.
AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. BO-178-TG).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; *Competency Based Education; Equipment Maintenance; Equipment Utilization; Guidelines; Learning Activities; Lesson Plans; *Office Machines; *Office Occupations Education; Office Practice; Postsecondary Education; *Printing; *Reprography; Secondary Education; State Curriculum Guides; Teaching Methods; Units of Study

This teacher's guide is designed for use in helping secondary and postsecondary students in office occupations education programs to become familiar with duplication procedures and machines. Addressed in the individual units of the guide are the following topics: measurement, paper characteristics and classifications, copy preparation for pasteup masters, fluid duplication, stencil duplication, platemaking, offset duplication, and supplementary machines. Each unit contains some or all of the following: objectives, notes to the instructor, information sheets, transparency masters; activity sheets, a test, and answers to activity sheets and tests. (MN)

ED 258 114 CG 018 317

Neufeldt, David E.; And Others
Motivational Style and Adult Life Stage Theory.
PUB DATE- Apr 85
NOTE- 16p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (31st, Austin, TX, April 18-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Need; *Adult Development; Affiliation Need; Career Development; *Careers; *Developmental Stages; Individual Power; Midlife Transitions; *Motivation; School Personnel

Some researchers have suggested that there are developmental stages in adult life. If adult developmental stages exist, such stages would be reflected in one's career. Individuals would progress from their career dream when they first enter the work force through a period of stability, a mid-life transition period when they compare reality to their dream, and finally to a stage of accepting the reality of their career. If adult life stage theory is correct, the motivational styles of need for achievement, need for power, and need for affiliation should be sensitive indicators of changes in individuals as they progress through the career stages. To test this assuption, motivational style was measured by administering the Job Choice Decision-Making Exercise to 119 public school employees. Subjects also provided demographic data and rank ordered satisfying activities. A cluster analysis of results revealed three groups, each dominated by a different motivational style. No significant differences were found among the groups in terms of their ages, the number of years in their current occupation, or the number of dependent children. Multiple regressions revealed no significant relationships among these variables and motivational style. No differences were found among groups' ratings of activities which produced the most satisfaction. These results do not support the existence of discrete stages in adult life or career stages. (NRB)

ED 258 129 CG 018 332

Cetola, Henry W.; Reno, Raymond R.
The Effects of Laughter on Humor and Humor on Mood.

PUB DATE- 4 May 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (57th, Chicago, IL, May 2-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Depression (Psychology); Higher Education; *Humor
IDENTIFIERS- *Laughter; *Moods

Two experiments were conducted examining the mood altering effects of humor and the moderating effect of laughter on both humor appreciation and mood. The mood of the subjects in the first experiment was manipulated to make them feel slightly elated or slightly depressed. They then listened to either comedy routines or an interview. The comedy lowered the levels of depression significantly. In the second experiment, the mood of the subjects was not manipulated but the subjects who listened to the comedy were given instructions to laugh out loud or to suppress their laughter, or they were given no instructions at all. At the end of the experiment subjects who listened to comedy were significantly more elated, with the subjects in the "laugh" condition the most elated. Although instructions to laugh did not seem to add to the appreciation of the humor, suppression of laughter did result in a significantly lower humor rating. (Author)

ED 258 161 CS 008 072

Wise, Beth S.

Modeling: A Direct Instruction Model for Programming Reading Comprehension.

PUB DATE- 22 Mar 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Texas State Council of the International Reading Association (13th, Dallas, TX, March 14-16, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Mastery Learning; *Modeling (Psychology); *Reading Comprehension; *Reading Instruction; Teacher Student Relationship; *Teaching Methods

Modeling the behaviors they expect students to exhibit is one way teachers can teach comprehension skills. Teachers need to give multiple examples wherein the teacher models every behavior students should exhibit, giving the answer to the question, and giving the line of reasoning followed to arrive at the answer. To teach each separate comprehension skill, the teacher will need to spend approximately 15 minutes per day per group for a total of five weeks. Each day for a week, the teacher should model three to five examples of the desired behavior totalling 15 to 25 repetitions. In the second week, the teacher should perform all behaviors except one in each example, turning over to students responsibility for the one behavior. In succeeding weeks, the teacher can gradually turn over to students all responsibility for independent applications of the comprehension skill. To teach finding the main idea, a teacher can (1) read the story, (2) circle key words in each sentence, (3) read key words aloud, and (4) restate repeated ideas as a sentence or title. Responsibility for behaviors can be turned over to students in reverse order. Parallel procedures can also be followed for teaching inference skills, and skills in detecting mood or tone of a passage, summarizing, and sequencing events. (HTH)

ED 258 192 CS 208 939

Schwarcz, Joseph H.
The Picture Book and Aesthetic-Environmental Education.

PUB DATE- Oct 84
NOTE- 13p.; Paper presented at "The Illustrator as Storyteller" Conference (Chicago, IL, October 19-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aesthetic Education; *Childrens Literature; Cognitive Processes; *Environmental Education; Fiction; Illustrations; *Picture Books

A large body of research examines the relationships between people and their surroundings and the influence of their physical background on relationships between people living, operating, and cooperating in these environments. One of the results of this research seems to be that aesthetically significant and satisfying environments have a beneficial influence on individuals and on groups. For children's progress through school, educators everywhere create and apply curricula, textbooks, and teacher planning to further their affective and aesthetic attachment to their home region. The role of the picture book should be seen as a medium of this aspect of aesthetic education. Various nonfiction books, pseudofiction books, militantly environmental books, and books including the environment as an integral element foster children's perception of a sense of place, or a sense of the beauty and the wealth of phenomena that comprise a particular place. Good picture books can partly compensate children for the lack of sufficient contact with, and create new interest in, real environments. They can also counteract the meretricious environment: images of comics, animated films, and advertising. (DF)

ED 258 238 CS 209 026

Lowry, Dennis T.
Measures of Network TV News Bias in Campaign '84 or Should Jesse Helms "Become Dan Rather's Boss"?
PUB DATE- Aug 85
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; *Elections; Journalism; News Media; *News Reporting; *Political Attitudes; *Programing (Broadcast); *Television; *Television Research
IDENTIFIERS- *Media Bias; *Presidential Campaigns; Television Networks

All of the presidential and vice presidential campaign stories in simple random sample of 75 network television newscasts during the 1984 campaign were analyzed for possible political bias. The 4,363 sentences in these newscasts were classified as report sentences (factual and verifiable), inference sentences (subjective and not verifiable), and judgment sentences (expressions of favorable or unfavorable opinion). Results indicated that the networks were more politically biased than they were in the 1972, 1976, and 1980 campaigns, but not as overtly politically biased as many conservative political partisans have charged. NBC was significantly lower than ABC in its percentage of verifiable, factual sentences. NBC was significantly lower than ABC in its percentage of labeled inferences. NBC also had a significantly higher percentage of unfavorable judgments aimed at the Reagan/Bush ticket than did ABC. On most of the between network comparisons, NBC was generally more politically biased against the Reagan/Bush ticket than were the other two networks. (HOD)

ED 258 286 CS 504 880

Dudczak, Craig A.
Anticipation of Communication with Familiar and Unfamiliar Persons.
PUB DATE- 5 Apr 85
NOTE- 27p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Communication (Thought Transfer); *Communication Research; Cultural Images; *Ethnic Stereotypes; Higher Education; *Intercultural Communication; *Interpersonal Communication
IDENTIFIERS- *Familiarity

A study was conducted to test the hypothesis that most persons will act differently as they process information and form impressions about another person when that person is familiar than when the other person is unfamiliar to them. The subjects were 79 undergraduate students enrolled in the basic communication course of a midwestern university during the summer session. In a previous study, two ethnic groups (English and German) had been identified as familiar and two groups (Walloons and Kashubs) had been identified as unfamiliar. A case study was devised whereby the ethnic target was presented as the subject of an interview. Three conditions were developed: a familiar ethnic identification, an unfamiliar ethnic identification, and no ethnic identification. Identical interviews were associated with the familiar, unfamiliar, and control targets. Three additional instruments were developed to measure hypotheses: an item selection task, a question task, and a personal impression task. Although results show that there is a difference in the amount of information generated from an ethnic target, it is uncertain how the subjects in the unfamiliar treatment condition actually regarded the unfamiliar target. (DF)

ED 258 301 CS 504 957

Thibodeaux, Terry Mark
Nonverbal Sensitivity in the College Classroom: Toward Optimum Classroom Communication Climate.
PUB DATE- Apr 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Winston-Salem, NC, April 11-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Classroom Communication; Classroom Environment; Classroom Techniques; Communication Research; Higher Education; *Interpersonal Communication; *Nonverbal Communication; Student Behavior; Teacher Behavior; Teacher Effectiveness; *Teacher Student Relationship

With the goal of generating research questions about teacher effectiveness, the first half of this paper deals with literature investigating teachers' nonverbal behavior in the classroom. This review lends support to the following ideas: (1) nonverbal cues affect relationship quality; (2) the more positive the teacher feedback to students, the more positive the students' perception of and attraction to that teacher; (3) the three independent variables of teacher-student solidarity, communicator style, and self disclosure are significantly related to perceived teacher effectiveness; (4) teachers should concentrate on emphasizing supportive behaviors and not concern themselves over defensive ones; (5) coping mechanisms can be a valuable teaching tool for managing classroom communication; and (6) a systematic program aimed at changing teacher behaviors can have a significant effect on students' evaluations of teachers and on student achievement. The second half of the paper focuses on a pilot study to conceptualize classroom climate and to assess students' and teachers' skills in decoding nonverbal facial cues. The paper reports that the results proved to be inconclusive, and discusses the use of students and teachers from communication and education classes as subjects, the Likert scale to measure perceptions, and factor analysis and regression techniques to analyze data. (EL)

ED 258 331 EA 017 791

Augenblick, John

Issues in School Finance: 1985.

AVA, Inc., Denver, CO.
REPORT NO.- AVA-08
PUB DATE- Oct 84
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Futures (of Society); Government Role; National Surveys; Property Taxes; *School Taxes; *State Aid; State Government; Statistical Data; Tables (Data); Teacher Salaries; Trend Analysis

Changes in state school finance systems in the 1970's and early 1980's are discussed in this report, and possible trends for the future are considered. The report reviews changes in school revenue, levels of state support, levels of expenditure relative to personal income, and the provision of new revenues by the states. The decreasing importance of the property tax as a source of revenue is the next major topic. The growing complexity of the methods used by states to allocate support is described in the third section, with attention devoted to the use of foundation programs, guaranteed tax bases, categorical aid, and weighting concepts. Recent reform efforts are noted. The role of the states in the establishment of teacher salary levels is considered next. In the concluding section the report predicts that state support will stabilize or decline, property taxes will regain importance, teacher salary levels will influence state financing more extensively, school improvement incentives will be provided, multitiered funding formulas will become more common, a higher proportion of expenditures will go toward teachers, spending variations among states will diminish, and local spending control will be reduced. (PGD)

ED 257 967 CE 041 616

Short, Gary E.; Miller, Larry E.

Attitudes of Ohio Vocational Agriculture Teachers toward Summer Programs.

PUB DATE- 85

NOTE- 12p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Agricultural Education; Comparative Analysis; Questionnaires; Secondary Education; State Surveys; *Summer Programs; *Teacher Attitudes; *Vocational Education; *Vocational Education Teachers

IDENTIFIERS- *Ohio

Because many experiences needed by vocational agriculture students typically occur during the summer, the contracts of Ohio vocational agriculture teachers have been longer than the typical 9-month academic school year. A study examined the attitudes of vocational agriculture instructors throughout Ohio toward summer programs so that policymakers and administrators in the state could take teachers' attitudes into account when planning summer activities in the area of vocational agriculture. Questionnaires were mailed to a random sample consisting of 190 of Ohio's 730 vocational agriculture teachers. Eighty-three percent (158) of these teachers responded to the survey. The majority of those surveyed had positive attitudes toward summer programs. A significant correlation was not found to exist between teachers' attitudes and their perception of administrators' attitudes. Number of years taught and other summer employment were not predictive of respondents' attitudes. Teachers in some taxonomy areas, including forestry, agricultural industrial equipment and services, and animal production and care, had significantly lower attitudes than did teachers in other areas. It was recommended that policies and programs be formulated to remediate this difference in attitude levels. (Tables include questionnaire statements and rank of responses.) (MN)

ED 258 013 CE 041 680

Connors, Tad
Youth Employment and Job Creation.
Washington Univ., Seattle. Inst. for Public Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 85p.; For related documents, see CE 041 676-679.
GRANT- NIE-G-80-0138
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Career Education; Employment Opportunities; Employment Patterns; Employment Problems; Employment Programs; *Federal Aid; Federal Government; Federal Legislation; *Federal Programs; *Job Development; Out of School Youth; *Public Policy; Secondary Education; *Unemployment; *Youth Employment; Youth Programs

A policy that addresses youth unemployment with monetary expansion for similar fiscal policies is criticized as compounding the problem, and alternative solutions are offered. Accordingly, a brief look at youth labor market characteristics, pertinent labor market theory, and the present industrial distribution of employed youth is offered. A general overview of occupational trends follows, with a closer look at growth occupations that are relatively accessible to youth. It is the position of the paper that those jobs most likely to be created in greater numbers by monetary expansion or similar fiscal policies are not of the sort likely to increase future earnings or productivity, positively affect the equity problem, or foster educational efforts. Some job creation efforts that have been tried are discussed, including work experience, the Comprehensive Employment and Training Act, on-the-job training, tax incentives, local efforts and entrepreneurship, public works, and the military. Methods of and points for intervention are offered that are likely to stimulate job creation to alleviate the problem, including the targeting of in-school and out-of-school youth, creation of secondary jobs for in-school and primary jobs for out-of-school youth, and creation of incentives for the private sector. (YLB)

ED 258 043 CE 041 782

Salads, Sandwiches and Desserts.
Marine Corps Inst., Washington, DC.
REPORT NO.- MCI-33.20
PUB DATE- 84
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Continuing Education; *Cooking Instruction; *Cooks; *Correspondence Study; Course Descriptions; *Food; *Foods Instruction; Individualized Instruction; Learning Activities; Military Training; *Occupational Home Economics; Study Guides

Developed as part of the Marine Corps Institute (MCI) correspondence training program, this course on salads, sandwiches, and desserts is designed to provide Marine food service personnel with a general background in the proper techniques for the preparation of these items. Introductory materials include specific information for MCI students and a study guide (guidelines to complete the course). The 11-hour course consists of three chapters or lessons. Each unit contains a text and a lesson sheet that details the study assignment and sets forth the lesson objective. A written assignment is also provided. Topics covered in the lessons include salads, salad dressings, and gelatins; sandwiches; and desserts. (YLB)

ED 258 101 CG 018 304

Friedrich, Margret C.; And Others

An Interdisciplinary Supervised Student Program Focused on Depression and Suicide Awareness.

PUB DATE- Feb 85
NOTE- 30p.; Paper presented at the Annual Meeting of the National Association of Social Workers (New Orleans, LA, January 31-February 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Communication Skills; *Counseling Techniques; *Counselor Training; Depression (Psychology); High Schools; Identification; Interdisciplinary Approach; *Peer Counseling; Prevention; Program Descriptions; Program Development; *Suicide

This paper describes the development of one high school peer counseling program created in response to a number of adolescent suicides and attempted suicides. The formation and activities of the interdisciplinary team (school social worker, school psychologist, school guidance counselor, health education teacher, and students) to develop and coordinate the program are discussed. The selection of students to be peer counselors is described and essential elements of the program are summarized, including the seven basic program goals. Evaluation procedures and results are briefly noted. Peer counseling materials and services provided by the program are listed and training emphases are described, including counseling techniques, communication skills, and specific techniques for recognizing signs of suicidal intent. A case vignette is included to illustrate the dynamics of the program. The appendix contains descriptions of myths about alcohol abuse, the myths and facts surrounding suicide, and peer counselor forms, questionnaires, and guidelines from the program. (NRB)

ED 258 207 CS 208 975

Wilson, James R.
Responses of College Freshmen to Three Novels. NCTE Research Report No. 7.
National Council of Teachers of English, Champaign, Ill.
SPONS. AGENCY- National Council of Teachers of English, Urbana, Ill. Research Foundation.
PUB DATE- 66
NOTE- 50p.; Replaces ED 041 014 (which is same document, but originally processed without microfiching). Report sponsored by the NCTE Committee on Research.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 15904, $3.25 member, $4.25 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Freshmen; English Instruction; Fiction; Higher Education; *Literature Appreciation; *Novels; *Reader Response; *Student Reaction; *United States Literature

A study was conducted to explore student response to literature and the influence of classroom experiences on that response. Three novels were selected for study: "The Catcher in the Rye" by J. D. Salinger, "The Grapes of Wrath" by John Steinbeck, and "A Farewell to Arms" by Ernest Hemingway. Each of 54 freshman English students read one of the novels, took notes while reading, and wrote their immediate reactions in class. After three discussion periods, they wrote follow-up reactions. This procedure was repeated with the three novels, resulting in 280 written reports. Responses were coded in seven categories: literary judgment, interpretational, narrational, associational, self-involvement, prescriptive, and miscellaneous. Individual analysis scrutinized the responses of nine subjects chosen on the basis of typical, extreme, and opposite of statistical trends on the three novels. Except for inconclusive findings in the category of self-involvement, the results showed that the students' ways of responding to literature were changed--both statistically and individually--by the study of that literature. Statistically, the study resulted in fewer literary judgments, more interpretations, less retelling of the story, and fewer self-involvement responses. The study resulted in a number of speculations and suggested applications to teaching. (EL)

ED 258 223 CS 209 006

Bradley, Patricia
Maintaining Separate Spheres: The Career of Margaret Cousins.
PUB DATE- Aug 85
NOTE- 45p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Authors; Biographies; *Careers; *Employed Women; *Journalism; Mass Media; Publishing Industry
IDENTIFIERS- *Cousins (Margaret); *Journalists

Divided into five sections, this paper traces the journalism career and personal life of Margaret Cousins. In the untitled opening section of the paper, Cousins' attitude about the role of women is explored. The statement is made that her career may be interpreted in terms of hegemony, the theory that the mass media work to encourage a shared value system among all members of society, although that system of values is most beneficial to those at the top. Examples of Cousins's fiction are provided to support these statements. The second section of the paper, "The Sacred Home," explores Cousins's concept of what a home should be and what her household was like. "Early Career," the third section of the paper, chronicles the various positions Cousins held in the field of journalism. The fourth section of the paper, "Conclusion," discusses the implications of Cousins's work and the comments she made after her retirement. Her present home in San Antonio and her lifestyle are described in the final section of the paper, "Retirement." (DF)

ED 258 255 CS 209 059

Bennett, Bruce
Writers in Their Place.
PUB DATE- 85
NOTE- 19p.; Revised version of a paper presented at the Annual Meeting of the International Writing Convention (Norwich, England, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; *Concept Formation; Cultural Influences; English Instruction; Environmental Influences; Secondary Education; *Self Concept; Social Influences; *Writing (Composition); Writing Instruction; Writing Research
IDENTIFIERS- Western Australian Writing Research Project

Teachers should be more aware of the function of place (an individual's physical and social environment) in the formation of the self in writing. By analyzing literature one can observe how the writer reflects upon the importance of a sense of place. Another kind of analysis is that of the writer in his or her environment, including the social and geographic context, situation, and intentions. In the eleven published case studies of 15 to 17 year olds, as well as the unpublished studies that arose from the Western Australian Writing Research Project team, various kinds of pairings are useful in order to compare and contrast characteristics of individual writers. In these case studies, intersubjective variations make interpretation complex, but the resultant understanding may be more durable than statistical averages or an enforced objectivity in which an inflexible form is imposed on various subjects. Through the case studies one can see that influences on the writing come from the family, friends, climate, and social and economic organization. (EL)

ED 257 940 CE 041 227

McDole, Thomas L.

Management Planning Requirements for Implementing Office Automation.

PUB DATE- 15 May 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Automation; Business Administration; Cost Effectiveness; *Decision Making; Employee Attitudes; Employer Employee Relationship; *Facility Planning; Facility Requirements; Management Development; *Needs Assessment; *Office Machines; *Office Management; Planning; Postsecondary Education; Productivity

To be successful in implementing office automation, office managers must consider more than the obvious question of which system to purchase. They must consider whether automation of their particular office and operations will yield benefits of a significant magnitude to warrant the expense of money, time, and energy needed to install and operate automated office equipment. Office managers must realize that transition to automation almost always results in a temporary decrease in productivity and that automated offices always run the risk of unexpected work stoppages. Other factors to consider when deciding whether or not to automate include the following: the effects that changing over to a new system are likely to have on employees, the likelihood that automation will necessitate other changes in the physical office environment, the possibility that automating one department may have a ripple effect on an entire organization, and the possible development of feelings of antagonism in clients having to deal with an impersonal computer. With careful planning, however, most of these problems can be overcome. (MN)

Andrews, Dee H.; Uliano, Kevin C.
An Instructor's Diagnostic Aid for Feedback in Training.
PUB DATE- Apr 85
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, April 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Diagnostic Teaching; *Educational Diagnosis; Educational Needs; Error Patterns; Evaluation Criteria; *Evaluation Methods; *Feedback; Instructional Improvement; Material Development; Military Personnel; *Military Training; Models; Needs Assessment; Postsecondary Education; Research Needs; *Student Evaluation; Systems Approach; Teacher Education; Team Teaching
IDENTIFIERS- *Instructors Diagnostic Aid Feedback in Training; Navy

The time constraints facing most Navy instructors often preclude their providing feedback concerning poor performance of trainees in various military training programs that takes into account such psychological considerations as contiguity, repetition, reinforcement, or consideration of a learner's internal conditions of learning. The Instructor's Diagnostic Aid for Feedback in Training (IDAFT) has been proposed as one possible solution to this problem. Major steps in the IDAFT process include introduction to the program, performance measurement (either objective or subjective), error analysis, determination of major sources and types of error, identification of categories of training deficiency, determination of causes of error and events of instruction that were not properly addressed, development of a general feedback prescription from IDAFT, modification of the general prescription for specific application, and presentation of the feedback prescription to the training team. The model has been field tested with actual team instructors involved in antisubmarine warfare training teams. This trial has shown that it takes an instructor who is familiar with the system from three to five minutes to work through an IDAFT prescription. Plans are being formulated to assess the effectiveness of the IDAFT system and to determine whether it is the best method for providing feedback aids in naval team-training situations. (MN)

ED 258 059 CG 018 261

Ellis, Robert J.; And Others
Self-Monitoring and Leadership Emergence.

PUB DATE- Aug 84
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Need; College Students; Foreign Countries; Group Dynamics; Group Structure; Higher Education; *Individual Differences; *Leadership Qualities; Peer Influence
IDENTIFIERS- Canada; *Self Monitoring

It has been suggested that individuals differ in the extent to which they monitor self-perceptions in social situations: high self-monitors use cues about the appropriateness of various types of behaviors to determine their social behavior, while low self-monitors control their social behavior by their own attitudes rather than by the demands of the situation. This view seems relevant to understanding the nature of leadership emergence. The effects of self-monitoring and achievement motivation on leadership emergence in a long-term field study of natural groups were investigated in a group of 81 university business students who completed coursework in groups of 6 or 7 members. Each student completed the Self-Monitoring Scale and the Achieving Tendency Questionnaire. Six weeks later, group members evaluated fellow members on influence and leadership. The results indicated that high self-monitors were perceived as exerting more influence and leadership than low self-monitors. Members high in achievement motivation were also seen as exerting more influence and leadership. The expectation that high self-monitoring would be strongly associated with leadership emergence for those high in achievement motivation was confirmed for males but not for females. (NRB)

Aronson, H.; Schneider, Lawrence J.

Importance of Interpersonal Variables in Potential Clients' Evaluation of Therapists.

PUB DATE- Apr 85
NOTE- 17p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (31st, Austin, TX, April 18-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Counselor Attitudes; *Counselor Characteristics; *Counselor Evaluation; Counselor Qualifications; Higher Education; *Psychotherapy; Sex Differences; *Therapists
IDENTIFIERS- Private Practice

While some new journals for psychotherapists are beginning to address practical decisions important for attracting clients and succeeding in the business of psychotherapy, the literature which might provide empirical evidence upon which to base such decisions still lags. A study was undertaken to provide practitioners with further information and guidelines for decisions related to embarking upon or changing the nature of a lagging private practice. Undergraduate males (N=203) and females (N=380) were asked to assume that they had seen a therapist once or twice and were deciding whether to continue with that therapist. Subjects rated 40 items for how important each item was in making that decision. Items concerned the therapist's appearance, interpersonal style, and theoretical and social origins; general tangible personal weaknesses; inconvenience; and demands upon clients. The results indicated that males and females agreed strongly that a perceived deficiency in the therapist's interpersonal awareness or skill was primary in discouraging a potential client. Males tended to be more concerned with practical needs and social status external to the therapeutic relationship, while females were more concerned with cooperating or submitting to a situation which would lie within the treatment context. (NRB)

ED 258 177 CS 208 868

Jamieson, Barbara C.
Features of Thematic and Information Structure in Oral and Written Narratives of Good and Poor Writers.
PUB DATE- 83
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Descriptive Writing; Higher Education; Linguistics; Narration; *Oral Language; *Sentence Structure; Syntax; Writing Processes; *Writing Research; *Writing Skills; *Written Language

A study examined two questions: Do students include more information or present it more concisely and explicitly when speaking or writing? and, Does language show different thematic relationships (through syntax or diction) depending upon the mode? Twenty-four community college students viewed one of two brief films and responded orally or in writing. Responses were analyzed to determine the amount of narrative and descriptive information. Results showed that (1) students conveyed similar amounts of information in each mode, (2) students who conveyed less information in writing also conveyed less information in speaking, (3) students were more explicit and more concise in writing, and (4) better writers had more variety in syntax and diction. In general, all writers adjusted their initial elements and information structure based on mode. (EL)

ED 258 316 EA 017 754

Increasing Personal and Organizational Effectiveness. Treatise No. 1: "Understanding Organizational Patterns."

New Mexico Research and Study Council, Albuquerque.

PUB DATE- 1 Jun 83
NOTE- 11p.; For related documents, see EA 017 755-759.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Group Dynamics; Group Structure; Informal Organization; *Organization; *Organizational Theories

Organizational patterns can be examined from two major perspectives. The formal structure of an organization consists of those relationships among the organizational components that are the result of deliberate planning. This formal structure tends to be static and is the primary focus of management theory. The informal structure of an organization is determined by the unplanned relationships that develop to carry out the organization's internal processes. This informal structure is dynamic and adaptive and is the central concern of human relations theory. The operations of an organization cannot be fully understood without both formal and informal structures being considered simultaneously. (PGD)

ED 257 980 CE 041 645

Henderson, Patricia; Williams, Freddie L.
Build a Guidance Program Planning Model. Module CG A-5 of Category A--Guidance Program Planning. Competency-Based Career Guidance Modules.
American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- ISBN-0-934425-04-3
PUB DATE- 85
NOTE- 108p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641. Revised and supplemented by Joyce Fielding.
AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Guidance; Competence; Competency Based Education; *Counseling Theories; Counselor Training; Evaluation Methods; *Guidance Objectives; *Guidance Programs; *Inservice Education; Learning Activities; Learning Modules; Models; Planning; Postsecondary Education; *Program Development; Program Improvement; Resources; Theories

This module is intended to help guidance personnel in a variety of educational and agency settings increase their skills in (1) choosing a theory-based practical program development model that will promote the conceptual framework for the entire planning, supporting, implementing, operating, and evaluating cycle; (2) analyzing needs and priorities and stating program goals related to them; and (3) stating program objectives in terms of outcomes that clients are expected to achieve. The module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. Patterned after the Performance Based Teacher Education Modules developed at the National Center for Research in Vocational Education, the modules teach competencies for planning, supporting, implementing, operating, and evaluating guidance programs. The module follows a standard format that includes the following components: (1) an introduction that gives the user an overview of the purposes and content of the module; (2) a section that provides information about the module goal and a list of the competencies covered in the module; (3) a reading containing information on each of the competencies; (4) learning experiences consisting of an individual activity, individual feedback, and a group activity; (5) evaluation techniques that can be used to measure what workshop participants need prior to training and what they have accomplished through training; and (6) an annotated list of resources. (KC)

ED 257 991 CE 041 656

Boyle, Karen Kimmel
Coordinate Career Resource Centers. Module CG C-5 of Category C--Implementing. Competency-Based Career Guidance Modules.
American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- ISBN-0-934425-17-5
PUB DATE- 85
NOTE- 70p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.
AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Career Education; *Career Guidance; *Competency Based Education; *Coordination; Counselor Evaluation; *Counselor Training; *Guidance Personnel; Guidance Programs; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; Occupational Information; Postsecondary Education; Program Development; Program Implementation; *Resource Centers
IDENTIFIERS- *Career Resource Centers

This module, one in a series of competency-based guidance program training packages, focuses on specific professional and paraprofessional competencies of guidance personnel. Modules in Category C suggest how to conduct, accomplish, or carry out selected career guidance program activities. The purpose of this module is to help career guidance personnel become more familiar with how to plan, operate, and evaluate a career resource center. It begins with a section that presents the module goal and a listing of the six competency statements. An introduction gives an overview of the purpose and content of the module. The next section presents a reading (cognitive information) on each one of the competencies. Learning experiences related to the needed competencies follow. One learning experience exists for each competency (or cluster of competencies), and each may stand on its own. Each learning experience consists of an individual activity, individual feedback, and group activity. An evaluation section contains a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. A final section lists all references and provides annotations of related major resources. (YLB)

ED 258 028 CE 041 718

Stotts, Danny
Electrician's Helper. Coordinator's Guide. Individualized Study Guide.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 85
NOTE- 142p.
AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. TI-274-TG).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; *Competency Based Education; Cooperative Education; *Electrical Occupations; Electrical Systems; Electric Circuits; *Electricity; Electronic Equipment; Equipment Utilization; Guidelines; Hand Tools; Independent Study; *Instructor Coordinators; Learning Activities; Occupational Safety and Health; Safety Equipment; Secondary Education; State Curriculum Guides; Teaching Methods; *Trade and Industrial Education

This guide is designed to assist teacher-coordinators supervising cooperative education programs for electrician's helpers in helping students complete a set of individualized, competency-based training activities dealing with electricity and electrical circuits and equipment. The first part of the manual includes a progress chart, a study guide objective, suggested teaching procedures, and answers to tests and assignment sheets provided in the course. Provided in the second part of the guide are 11 information sheets and 18 assignment sheets on such topics as fundamentals of electricity, electrical safety, electrical tools and materials, use of hand tools and power tools, use of solderless connectors and splices, procedures for pulling cable, installation of boxes and switches, electrical fixtures, and metallic tubing. A unit test concludes the volume. (MN)

Wisniewski, Wendy; Cohen, Donna
Older Women: A Population at Risk for Mental Health Problems.
PUB DATE- Nov 84
NOTE- 21p.; Revised version of a paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging (Individuals); Alcoholism; Depression (Psychology); Drug Use; *Females; *Futures (of Society); *High Risk Persons; Individual Needs; *Mental Health; *Older Adults; *Public Policy; Sex Discrimination; Widowed

The expanding population of older women relative to older men or the "feminization of aging" is a significant demographic trend with important implications for the future. Older women are at risk for extended years of widowhood, living alone, institutionalization, poverty, and mental health problems. Although the dementias of late life appear to affect men and women equally, women who develop Alzheimer's disease or related disorders seem more likely to be abused by their caregivers. Women are more likely than men to be primarily responsible for the care of a relative with dementia. Life transitions such as death or illness, and interpersonal losses or conflicts in the caregiving role may be accompanied by depression. The highest incidence of alcoholism in women occurs in widows, and among older women it is the second most common cause for admission into a psychiatric hospital. Women are also likely to be frequent and steady users of psychotropic drugs. The attitudes and biases of mental health professionals are barriers to effective health care for older women, and labor and health care policies have a direct impact on the accessibility and the quality of health care for older women. Society must work to meet the inherent demands of widespread gains in longevity, particularly among women, and to prepare for the changing needs of succeeding age cohorts. This requires an immediate response to ageist and sexist practices detrimental to women and men, both young and old. Research is needed to examine exigencies of the older population and to build sound policy for implementation. Potentially the effects could be far-reaching, influencing future generations. (NRB)

Young, Rosalie F.; And Others
Definition of Life Stress among Black and White Urban Aged.
PUB DATE- Nov 84
NOTE- 16p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; *Older Adults; Perception; *Racial Differences; *Stress Variables; *Urban Population; Well Being; *Whites
IDENTIFIERS- Michigan (Detroit)

The effects of stress on the psychosocial well-being of older persons have been well documented. Research on stress among the aged has generally considered recent life events as salient stressors in late life and has focussed on older persons without regard to racial differences. Interviews were conducted with 400 elderly black and white residents of Detroit in an attempt to describe the incidence and perception of stressors among the urban elderly. Subjects, who were socio-economically similar, completed measures of recent stressful events, cumulative life stress, and stress due to perception of societal problems. The results revealed that many of the same life crises had occurred among blacks and whites; recent occurrences ranked similarly for blacks and whites; and neither group had experienced many stressful events in the recent past. Whites reported more positive life events than blacks. The results also showed that the races did not perceive events as affecting them to the same magnitude. Whites reported more concern over societal events than did blacks. The elderly of both races were most worried about becoming victims of violent crime and were concerned about the economic condition of the community. (NRB)

ED 258 130 CG 018 333

Gotay, Carolyn Cook

Needs for Psychosocial Support in Home Care Hospice Patients.

PUB DATE- Aug 84

NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). This research was supported by a grant from the Alberta Heritage Savings Trust Fund.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Family Attitudes; *Individual Needs; *Patients

IDENTIFIERS- Canada; *Caregivers; *Hospices

There is little research documenting the psychosocial support needs of hospice patients and their families. To assess hospice patients' and families' use of and perceptions of need for support, 77 patients and their families were interviewed during home care for terminal illness (Group 1), and 50 family members (84% spouses) were interviewed 1 year after the patient's death (Group 2). The interviews included questions related to physical and psychosocial functioning and service use. The results indicated respondents received and perceived a need for a variety of services, including nursing care, homemaking, physician home visits, and patient and family counseling. Perceptions of need were greater after the patient's death than during the home care period, suggesting that families often may not recognize or communicate their needs. Caregivers need to encourage self-reliance in patients and families while providing them with the support they require. (MCF)

ED 258 145 CS 008 053

White, Sheila J., Ed.; Teller, Virginia, Ed.
Discourses in Reading and Linguistics. Annals of the New York Academy of Sciences, Volume 433.
New York Academy of Sciences, N.Y.
REPORT NO.- ISBN-0-89766-260-1; ISBN-0-89766-261-x
PUB DATE- 84
NOTE- 225p.; Papers from the Meeting of the New York Academy of Sciences (New York, NY, May 7-8, 1982) and from talks to the Academy's Linguistics Section between January 1980 and May 1982.
AVAILABLE FROM- The New York Academy of Sciences, 2 East 63rd St., New York, NY 10021 ($52.00, cloth and paper copies).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - General (020) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dyslexia; Elementary Secondary Education; *Language Usage; Language Variation; Learning Disabilities; Lexicology; *Linguistics; *Literacy; Metaphors; Multilingualism; Phonics; Psycholinguistics; Reading; Reading Achievement; Reading Difficulties; Reading Instruction; Reading Skills; Sex Bias; Sex Discrimination

That the attainment of literacy does not represent a unitary process or a unitary set of skills is reflected in this collection of papers from a variety of disciplines showing concerns about reading problems. Following an introduction by Sheila White, the first half of the book contains the following articles: "The Practice of Literacy: Where Mind and Society Meet" (Sylvia Scribner); "A Structure and Meaning Based Classification of Lexical Categories" (Doris Aaronson and Steven Ferres); "The Reading of Content and Noncontent Words by Dyslexics" (Marion Blank and Carol Bruskin); "Timing Analysis of Coding and Articulation Processes in Dyslexia" (Samuel Anderson, Frances Nash Podwall, and Joseph Jaffe); "Comparisons among EEG, Hair Minerals and Diet Predictions of Reading Performance in Children" (R. W. Thatcher, R. McAlaster, M. L. Lester, and D. S. Cantor); and "The Impact of Phonemic Processing Instruction on the Reading Achievement of Reading-Disabled Children" (Ellis Richardson). Following an introduction by Virginia Teller, the second half of the book contains the following articles: "The Origins of Sexist Language in Discourse (Sally McConnell-Ginet); "Recent Psycholinguistic Research on Figurative Language" (Robert R. Hoffman); "The Role of Metaphor in Our Perception of Language" (Robert R. Verbrugge); "Problems of Linguistic Insecurity in Multicultural Speech Contexts" (Wilma Bucci and Milton Baxter); "Language Learnability, Language Variation, and Some Recent Proposals in Grammatical Theory" (Mark Baltin); and "Topicalization and Left-Dislocation: A Functional Analysis" (Ellen F. Prince). (EL)

ED 258 193 CS 208 940

Schwarcz, Joseph H.

Working through Children's Developmental and Existential Stress in Picture Books.

PUB DATE- Oct 84
NOTE- 29p.; Paper presented at "The Illustrator as Storyteller" Conference (Chicago, IL, October 19-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; Characterization; *Child Development; *Childhood Needs; Child Psychology; *Childrens Literature; Conflict Resolution; Literary Criticism; Literary Devices; Literary Genres; *Picture Books; *Stress Variables

The aesthetic quality and psychological subtlety of contemporary picture books give genuine expression to a child's conscious and unconscious thoughts and emotions. Increasingly, themes of existential and developmental stress are appearing in picture books. Typical reactions aroused by such stress factors--and also by themes treated in picture books--include the search for identity; the quest for autonomy; achievement needs; the need to belong and to communicate; fears concerning loneliness, alienation, or being different; loss of love or aggression; and death and annihilation. Good picture books that treat these stress factors share a number of common characteristics, including (1) portrayal of the protagonist as an ordinary being, (2) thoughtful plot treatment of serious stress situations, (3) assumption of the young reader's anxieties, (4) communication of a message without being didactic, and (5) relatively sophisticated treatment of the message (using metaphors and symbols). Picture books communicate to children several psychological messages: how to overcome defenselessness; conflicts have a way of changing, moving along; the susceptibility of conflicts to change grows even more obvious if one acts; and stress may be resolved by unconscious maturation processes. (Interspersed throughout the paper are reviews of several books.) References are listed at the end of the paper, including 21 children's books. (HOD)

ED 258 271 CS 209 086

Hinckle, Thomas W.; Cochran, Daniel S.
Performing Communication Consulting: An Essay on the Why and the How.
PUB DATE- Apr 84
NOTE- 6p.; In: Professional Communication in the Modern World: Proceedings of the Southeast Convention of the American Business Communication Association (31st, Hammond, LA, April 5-7, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Communication Skills; *Consultants; Education Work Relationship; Faculty College Relationship; *Professional Development; Research Opportunities; *School Business Relationship; Speech Communication
IDENTIFIERS- Alternative Careers; *Communication Consultants

Communication consulting is one way academicians can help businesses to improve their employees' communication skills. Benefits teachers can derive from "academic" consulting include (1) experience that can supplement classroom materials, (2) opportunities for research in "real" settings, (3) additional income, and (4) personal growth. Consulting also provides benefits for the teacher's institution, such as internships for students and faculty, jobs for students, research grants, and visibility in the industry. For the client, contracting academic consulting services can mean quality service at a lower cost and from qualified researchers. Promotion of consulting services can be accomplished by establishing contacts within professional organizations or developing a partnership with someone already in the consulting business. Once a consultant is established, new contacts will develop from recommendations. Consultants should develop the habit of contracting with a client early in their consulting career. Conditions to consider for the contract include fees and procedures under which the contract can be terminated. (HTH)

Cooper, Pamela J.
Teachers as Public Speakers: Training Teachers to Lecture.
PUB DATE- Apr 85
NOTE- 26p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Lecture Method; *Public Speaking; *Speech Communication; Speech Skills; *Teacher Education; Teaching Methods

Focusing on public speaking as a major instructional tool for teachers, this paper contains suggestions for more effective lecturing. In the introduction, classroom communication is analyzed according to four moves: structuring, soliciting, responding, and reacting. The paper then discusses four problems in studying learning from meaningful verbal discourse and recommends four principles of communication information exchange: create a need to know in students; make the information relevant; present information that is well organized, repeated, and dramatic; and reduce information overload. The paper also deals with problems of lecturing, solutions to these problems and steps in preparing a lecture. Sequential activities for training teachers to lecture effectively and a lecture evaluation form for students to fill out are included. The appendix includes a diagram about narrowing a lecture topic and tables of clarification devices and organizational patterns for the body of the lecture. (EL)

ED 258 332 EA 017 792

Lynch, Patrick D.
Legal Protection for School Children: Separating Psychological Abuse from Physical Abuse.
PUB DATE- 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Abuse; Corporal Punishment; *Court Litigation; Discipline; Elementary School Students; Elementary Secondary Education; Emotional Problems; Grade 1; School Law; Student Rights; *Teacher Behavior; Teacher Student Relationship; Torts
IDENTIFIERS- *Psychological Abuse

The inflicting of emotional distress, mental distress, or mental injury on another person constitutes psychological abuse, whether or not accompanied by physical harm. If intentional psychological abuse causes harm, it could be actionable as a tort. While the latitude allowed teachers in selecting teaching methods may make the intentionality of abuse difficult to determine, professional negligence may also be charged. In either case proof is difficult to establish. Resolving a West Virginia case in which 15 first-grade students accused a teacher of tying them up with rope and taping their mouths involves, first, determining the relationship between the children's physical complaints and the teacher's actions and, second, establishing the credibility of the children through an appropriate form of examination. The extent to which students are accorded legal protection from psychological abuse may be comparable to the extent of their protection from physical or other forms of punishment in the school environment. Verbal abuse of students and immoral conduct may be actionable to a similar extent. (PGD)

Personal Finance.
Marine Corps Inst., Washington, DC.
REPORT NO.- MCI-34.20b
PUB DATE- 30 Jan 85
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Consumer Education; Continuing Education; *Correspondence Study; Course Descriptions; Credit (Finance); Individualized Instruction; Learning Activities; Military Training; *Money Management; *Purchasing; Study Guides

Developed as part of the Marine Corps Institute (MCI) correspondence training program, this course on personal finance is designed to provide all Marines with the ability to manage their financial affairs successfully. Introductory materials include specific information for MCI students, a course introduction, and a study guide (guidelines to complete the course). The 18-hour course contains four study units. Each study unit begins with a general objective. The study units are divided into numbered work units, each presenting one or more specific objectives. Contents of a work unit include a text and study questions/exercises. Answer keys are found at the end of each study unit. At the end of the course is a review lesson. Topics covered in the study units include budget formulation and financial planning; financial organizations, checking accounts, savings accounts, and direct deposit; credit, loans, and large purchases; and the Leave and Earnings Statement. (YLB)

ED 258 162 CS 008 073

Rupley, William H.; Logan, John W.

Elementary Teachers' Beliefs about Reading and Knowledge of Reading Content: Relationships to Decisions about Reading Outcomes.

PUB DATE- 84
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Area Reading; Decoding (Reading); Elementary Education; Elementary School Teachers; *Knowledge Level; *Outcomes of Education; Reading Comprehension; *Reading Instruction; *Reading Research; Student Centered Curriculum; *Teacher Attitudes; *Teacher Behavior; Teaching Methods

To explore the relationships between teachers' knowledge of basic reading content, beliefs about reading, and decisions about the importance of specified reading learning outcomes, two existing instruments (Knowledge Test of Reading for Elementary Teachers and Propositions About Reading Instruction Inventory) and one researcher-developed instrument were administered to 100 elementary school teachers. Results showed that the best predictor of teachers' identification of important reading behavior outcomes was knowledge of reading content. Reading behavior outcomes differed significantly between primary and intermediate level teachers for recognition of sounds represented by vowels; intermediate teachers gave these higher ranking than did primary teachers. It was concluded that beliefs about reading do influence elementary teachers' decisions about the importance of reading outcomes typically taught in the elementary grades. Teachers who hold student centered reading beliefs are not likely to value instruction that focuses on decoding. (HOD)

ED 258 239 CS 209 027

Fleener, Nickieann
Striding Out in the Opposite Direction: The Journalism Career of George Samuel Schuyler, Iconoclast.
PUB DATE- Aug 85
NOTE- 40p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, Document contains small print throughout.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Careers; *Journalism; Mass Media; Writing (Composition)
IDENTIFIERS- *Schuyler (George Samuel)

Written in a biographical framework, an overview of George Samuel Schuyler's life and his career in journalism is presented in this paper. The preparation that Schuyler had for his career, the positions within journalism he held, and the major writing projects he undertook are discussed. The question of whether there is anything unique or significant about his journalistic endeavors or not is explored. The paper concludes that the length, depth, and nature of Schuyler's journalism career offer rich territory for scholarly exploration. (DF)

ED 258 287 CS 504 896

Taylor, K. Phillip
Small Group Research = NSD: A Heuristic Perspective.
PUB DATE- Apr 85
NOTE- 8p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Group Discussion; *Group Dynamics; Research; *Research Needs; *Research Problems; Speech Communication
IDENTIFIERS- *Small Group Communication

Recent years have been marked by a decline in the quantity and quality of small group research for four reasons: (1) the experimenter is an integral component of the system he or she is studying and thereby influences the findings, (2) layers of group process defy complete analysis, (3) small group research is reflexive, and (4) much of the variance within and between groups would be explained by variables not included in the research setting. The decline in quality and quantity of current small group research results from both theoretical and methodological deficiencies. Two areas where investigators of group processes need to sharpen their research tools are in the selection of independent variables and in the measurement of dependent variables. Some ways to improve small group communication research are for investigators to direct their efforts to the real world where actual groups operate, to use triangularism or multioperationalism in the measurement of concepts, and to focus more attention on the actual messages that occur in group interaction. By applying research efforts to the groups in the world in which we live, small group researchers will not be faulted for investigating problems for which solutions are unnecessary, unimportant, or make no significant difference. (DF)

ED 258 002 CE 041 668

Bonaparte, Gertrude; Pfister, Linda A.
Promote Equity and Client Advocacy. Module CG C-17 of Category C--Implementing. Competency-Based Career Guidance Modules.
American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- ISBN-0-934425-29-9
PUB DATE- 85
NOTE- 48p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.
AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Advocacy; Assertiveness; Attitude Change; Career Counseling; *Career Guidance; Change Strategies; Check Lists; Competency Based Education; Counseling Objectives; *Counseling Techniques; *Counselor Attitudes; *Counselor Client Relationship; Counselor Role; Counselor Training; *Equal Opportunities (Jobs); Ethnic Bias; Guidance Personnel; Inservice Education; Justice; Learning Activities; Learning Modules; Lesson Plans; Paraprofessional Personnel; Postsecondary Education; Questionnaires; Racial Bias; Secondary Education; Self Evaluation (Individuals); Sex Bias; Social Bias

This learning module, one in a series of competency-based guidance program training packages focusing upon professional and paraprofessional competencies of guidance personnel, deals with promoting equity and client advocacy. Addressed in the module are the following topics: identifying stereotypes such as those related to sex, race, ethnic group, age, and handicap in one's own behavior and attitudes and in those of others; selecting criteria for equitable, stereotype-free career guidance programs; developing criteria for identifying the best possible advocate for a given client and making referrals where appropriate; and identifying ways in which clients can become advocates for themselves and helping them ensure their success in doing so. The module consists of readings and learning experiences covering these four topics. Each learning experience contains some or all of the following: an overview, a competency statement, a learning objective, one or more individual learning activities, an individual feedback exercise, one or more group activities, and a facilitator's outline for use in directing the group activities. Concluding the module are a participant self-assessment questionnaire, a trainer's assessment questionnaire, a checklist of performance indicators, a list of references, and an annotated list of suggested additional resources. (MN)

ED 258 014 CE 041 681

Graves, William H.; And Others

Career Development of Blind and Visually Impaired Persons. Proceedings of the Macfarland Seminar, Annual Meeting of the American Association of Workers for the Blind (Phoenix, Arizona, July 1983).

Mississippi State Univ., Mississippi State. Rehabilitation Research and Training Center on Blindness and Low Vision.

SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.

PUB DATE- Jul 83

NOTE- 96p.

GRANT- G008103981

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)

DESCRIPTORS- *Accessibility (for Disabled); Adult Education; Adults; Blindness; *Career Development; Career Education; Career Planning; Employment Potential; Job Placement; Job Search Methods; Postsecondary Education; *Research; Secondary Education; *Visual Impairments; *Vocational Evaluation; *Vocational Rehabilitation

These seven presentations cover various aspects of career development and employment of the visually impaired. "Career Development Theory Applied to the Delivery of Services to Blind and Visually Impaired Persons" (William H. Graves) describes the Career Development Intervention Strategy model developed by the Rehabilitation Research and Training Center on Blindness and Low Vision. "Career Development in an Educational Context" (Susan Jay Spungin) discusses career education goals and objectives, career educational models, and the status of career development. "Career Planning for the 1980s and 1990s" (James Kesteloot) considers these areas of concern: planning for the future, six steps in career planning, and the RTLT method (resume, telephone call, letter, telephone call) of finding employment. Three workshop presentations follow. "Vocational Assessment for Visually Impaired Persons" (J. Michael Peterson) describes three projects at Mississippi State University intended to improve vocational assessment services. "Job Site Modifications Utilizing Color and Light" (Martha Bagley) presents results of illumination and color studies and lists low vision modifications using color and light. "Industrial Services Programs (ISPs): A New Route to Jobs in the Private Sector for Blind and Severely Visually Impaired Workers" (William H. Graves) briefly describes a demonstration research proect to determine if ISPs might be used to enhance the employability of blind and visually impaired people. The final paper, "Rehabilitation Research Past and Future" (Lawrence A. Scadden), discusses the evolution of this discipline by covering three aspects: technique, content, and impact. (YLB)

ED 258 102 CG 018 305

Waldo, Michael
Group Treatment for Wife-Battering Military Personnel.
PUB DATE- Apr 85
NOTE- 19p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New York, NY, April 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Battered Women; Communication Skills; Conflict Resolution; *Counseling Effectiveness; *Family Violence; *Group Counseling; Interpersonal Relationship; Males; *Military Personnel; Referral; Skill Development

Isolation from extended family, frequent geographic relocation, living in foreign countries, prolonged separation of spouses, occupational stress, prevalent cross-cultural marriages, financial problems and dependence of the civilian spouse on the military member have been cited as pressures which could contribute to wife-batter[illegible] by military personnel. Effective treatment of the abuser must be based on an understanding of contributing factors. To examine the effectiveness of command referred treatment of spouse abusing military personnel, a program for 23 American male abusers stationed on Okinawa, Japan was evaluated. Subjects participated in small, supportive treatment groups which emphasized communication, conflict resoluton, and anger management skills. Treatment effectiveness was evaluated by comparing measures of trust and intimacy, level of communication, use of communication skills, and the number of abusive incidents in the men's marital relationships prior to and following their participation in the group. The results indicated that, following group training, the men experienced a significant increase in communication quality with their spouse, in their ability to demonstrate understanding, and in other relationship skills. Comparison of the number of abusive incidents prior to and following referral revealed a significant decrease in abusive incidents following treatment. Comparison of incidents prior to treatment and during the fourth through sixth month following treatment indicated that the initial significant decrease was maintained. (NRB)

ED 258 224 CS 209 007

Laakaniemi, Ray
An Analysis of Writing Coach Programs on American Daily Newspapers.
PUB DATE- Aug 85
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985). Contains many pages of broken type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Job Skills; Journalism Education; *Media Research; *Newspapers; *News Writing; *On the Job Training; *Training Methods; Writing Improvement; *Writing Instruction; Writing Skills
IDENTIFIERS- Editorial Policy; *Writing Coaches; Writing Programs

A survey of 239 newspapers was conducted to explore the use of writing coach programs at these papers. The coaches' backgrounds, newsroom factors, specific writing problems, budgetary considerations, and implications for journalism education were all explored, as were the perceptions of editors supervising the writing coaches. Of the 239 papers completing the survey, 77 indicated they had or have had someone to help improve the writing of reporters. Of the 77, 30 said they had persons who were on the editorial staff, and 7 of these indicated that the person did nothing else but coach writing. The papers that did not have coaches gave budgetary restraints as the main reason. Of the 30 coaches, 25 had degrees in either journalism or English, 23 reported having been reporters on daily newspapers, and 25 said they had editing experience ranging from zero to 25 years. Eight papers assigned reporters to the coaches, nine let the reporter seek out the coach for help, three did all writing coach work in group sessions, and ten used a combination of these approaches. The most serious problem for reporters was not having organized their time and thoughts before writing. The most prevalent mechanical problems were wordiness, jargon, and lack of story flow. Lack of communication between editors and reporters about stories was the highest ranked newsroom problem. (HTH)

ED 258 256 CS 209 060

Herrmann, Andrea W.
Collaboration in a High School Computers and Writing Class: An Ethnographic Study.
PUB DATE- Mar 85
NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computers; *Cooperation; High Schools; Teaching Methods; Word Processing; *Writing Instruction

In a class of eight students, an attempt was made to determine the effects on student collaboration of using the computer as a writing instrument and the influence the computer might have on social relationships in a high school writing class. Student collaboration consisted of several kinds, including: (1) the sharing of technical help for using the computer and for making computer-created designs, and (2) working in pairs to create and edit a work and to write silly poems and "silent dialogues." These collaborations were important in reducing students' anxieties about both writing and computers, in their learning how to do things, and in establishing the relationships of trust necessary in exposing themselves as learners and writers. Students who learned to collaborate as writers in the class made noticeable gains as writers, felt positive about the experience, discovered writing as an important way of expressing themselves, and sustained their involvement with writing. (EL)

ED 258 317 EA 017 755

Increasing Personal and Organizational Effectiveness. Treatise No. 2: "Characteristics of Effective Organizations."

New Mexico Research and Study Council, Albuquerque.

PUB DATE- 1 Jun 83
NOTE- 12p.; For related documents, see EA 017 754-759.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Organizational Change; *Organizational Development; *Organizational Effectiveness; School Organization

Assessing an organization's effectiveness involves not only determining how successfully the organization achieves its stated objectives, but also ascertaining how thoroughly the needs of the individuals involved are met and how readily the organization can change to address the needs of both the organization and the individuals who compose it. Coordinating organizational efforts with individual efforts in such a way that organizational and individual goals become united increases the effectiveness of organizations. Responsiveness to new demands is particularly difficult for large, formally structured organizations. When faced with new demands, schools can adopt new forms suited to the new requirements or can develop new policies and values conducive to greater flexibility in problem-solving. Emphasizing an organization's formal structure at the expense of informal relationships tends to encourage values of rationality and task completion that in turn lead to the construction of organizational and personal defenses that obstruct the change and experimentation necessary when meeting new demands. (PGD)

McDole, Thomas L.
The Hidden Costs of Owning a Microcomputer.
PUB DATE- 15 May 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Software; *Cost Effectiveness; Electric Circuits; *Equipment Maintenance; *Equipment Utilization; *Facility Requirements; *Microcomputers; Office Machines; *Supplies

Before purchasing computer hardware, individuals must consider the costs associated with the setup and operation of a microcomputer system. Included among the initial costs of purchasing a computer are the costs of the computer, one or more disk drives, a monitor, and a printer as well as the costs of such optional peripheral devices as a plotter and modem. Hidden costs involved in setting up a computer system include the cost of furniture (a computer desk and printer stand); electrical equipment and circuitry (static electricity, a surge protector, multiple outlets, and a dedicated circuit); and special telephone equipment (special cords, connectors, and lines); and software. Other items that are either desirable or necessary to maintaining a computer system include protective covers, documentation, blank disks, disk storage devices, a head cleaner, paper, printer ribbon, plotter ink and cleaner, and service contract. Depending on which optional items a consumer elects to purchase, these setup and maintenance costs can add from tens to hundreds of dollars to the initial cost of purchasing a microcomputer. (MN)

ED 257 955 CE 041 586

Heckenmueller, Jerome P.; Keller, Ann
Age Integrated Learning: A Pilot Study.
PUB DATE- Feb 85
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Gerontology in Higher Education (Washington, DC, February 1985). For a related document, see CE 041 587.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adults; *Adult Students; *Age Differences; Age Groups; *Aging (Individuals); Developmental Stages; Heterogeneous Grouping; Higher Education; Middle Aged Adults; Nontraditional Students; *Older Adults; *Student Attitudes; Young Adults
IDENTIFIERS- *Age Integrated Learning; Aquinas College MI

A pilot study on age integrated learning (AIL) was conducted at Aquinas College during spring semester, 1984. (AIL involves the inclusion of students from all adult age groups in higher educational environments.) The purpose of this exploratory research was to collect data that would allow formulation of specific questions regarding (1) potential personal development and academic benefits to students, and (2) possible dificulties for faculty and/or students that might arise in an AIL format. Eighteen students were recruited for a 10-week, two-credit seminar in psychology, called "Perspectives on the Adult Phases of the Life Cycle." Seven students were aged from 19-22 years; five were aged 36-42; and six were aged 64-81. Three questionnaires (the Student Opinion Questionnaire, the Multidimensional-Multiattributional Causality Scale, and the Student Attitude Questionnaire) were used to measure student attitudes at the beginning and at the end of the 10 weeks. In addition, evaluations of each of the 12 lecture classes and four discussion classes were used and three essay examinations were given. The results of analyses of the questionnaires and the test results showed no significant age, sex, or class differences or interactions. All students rated the course positively. No differences were found in the examination performance across age groups, although older students did allow themselves longer time to complete exams. For the future, it was suggested that courses should allow more opportunities for students to get to know one another. The researchers concluded that since older students are a growing population, AIL needs further study in order to determine whether it can be beneficial for all students and for all course contents. (KC)

10 Recommendations for Improving Secondary Vocational Education.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 85
NOTE- 7p.
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, NW, Atlanta, GA 30309 ($2.50 handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Articulation (Education); Basic Skills; *Curriculum Development; Educational Innovation; Educational Objectives; Educational Quality; Industrial Arts; *Program Improvement; *Relevance (Education); Secondary Education; Technological Advancement; *Vocational Education; Work Experience Programs

The Southern Regional Education Board's Commission for Educational Quality developed the following 10 recommendations for improving secondary vocational education programs in conjunction with academic achievement: (1) require students in vocational programs to meet the same basic skill standards on high school competency tests as any student seeking graduation; (2) recognize and/or redesign certain vocational high school courses to meet graduation requirements if such courses can be shown to lead to the mastery of specific learning outcomes of corresponding academic courses; (3) jointly develop, with assistance from both academic and vocational teachers, applied mathematics and science courses that take advantage of practical experiences; (4) remediate deficiencies in basic skills in poorly prepared students; (5) design pilot programs that link academic learning to practical vocational applications and meet academic graduation requirements; (6) concurrently, evaluate and strengthen teacher education programs to increase the academic competencies of vocational teachers and the applied teaching skills of academic teachers; (7) cooperate with employers and postsecondary institutions to develop "two plus two" programs in which a planned four-year curriculum connects the last two years of high school with two years of postsecondary study along with on-the-job learning; (8) encourage joint enrollment programs in which high school students who have completed the prerequisites enroll in postsecondary technical programs while completing high school; (9) redesign industrial arts courses to relate to modern technology; and (10) establish standards and initiatives for improving cooperative education as a method for on-the-job learning. (KC)

ED 258 029 CE 041 721

Kotrlik, Joe W., Comp.
Summaries of Research and Development Activities in Agricultural Education, 1981-1982, in the United States of America.
Louisiana State Univ., Baton Rouge. Dept. of Vocational Agricultural Education.
PUB DATE- Mar 83
NOTE- 122p.; For other annual summaries, see CE 041 576-577.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Agricultural Education; *Educational Research; Postsecondary Education; *Program Descriptions; *Research and Development; *Research Projects; Secondary Education; State Programs; *Vocational Education
IDENTIFIERS- United States

This compilation, the seventh in an annual series, includes abstracts of 155 studies in agricultural education completed during the period July 1, 1981, to June 30, 1982. Twenty-five of the completed studies represent staff research, 84 represent master's studies or theses, and 46 are doctoral dissertations. Also included is a listing of the 175 studies reported as in progress for the 1982-1983 year. Studies are arranged alphabetically by state and by author within states. A subject index is also included. Topics covered by the abstracts include the following: adult education, agricultural careers, agricultural mechanics, career development, computers/computer assisted instruction, cooperation, cooperative extension programs, curriculum, discipline, follow-up studies, 4-H Clubs, food preservation programs, Future Farmers of America, instructional materials, international education, job satisfaction, needs assessment, recruitment, role studies, safety, sex roles/stereotyping, special needs students, summer programs, supervised occupational experience programs, teacher education programs, teaching techniques, technical agriculture, vocational agriculture programs, vocational agriculture teachers, and vocational education. (KC)

ED 258 060 CG 018 262

McRoy, Ruth G.; Freeman, Edith

Racial Identity Issues of Mixed-Race Children: Implications for School Social Workers.

PUB DATE- Feb 85
NOTE- 23p.; Revised version of a paper presented at the Annual Meeting of the National Association of Social Workers (New Orleans, LA, January 31-February 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; Child Development; Children; Elementary Secondary Education; Family Environment; *Family Role; Intermarriage; *Minority Group Children; *Racial Identification; Role Models; *School Social Workers; Self Concept; *Whites
IDENTIFIERS- *Mixed Race Persons

Although researchers have investigated the development of racially-mixed persons of backgrounds other than black, little attention has been given to children of black and white parents. For children to view their mixed-racial background positively, the family must nurture both parts of the child's background by providing the child with both black and white role models, and by exposing the child to black and white peers in the community and in school. School social workers frequently find that mixed-race student referrals are experiencing negative self-images and confused racial identities. Through interviews with the child and his parents social workers can determine what supports are available for developing a positive identity. These interviews should focus on six environmental factors which facilitate the development of positive racial identities in children of mixed-race parentage, e.g., parents' realistic perception of mixed-race and family identity as an interracial unit. Intervention with family members and school staff, as well as within the community environment may be necessary in order to facilitate the development of a positive racial identity. (A case study is included which illustrates how this intervention can be implemented with a mixed-race family.) (NRB)

ED 258 088 CG 018 290

Vickers, Ross R., Jr.; Conway, Terry L.

Changes in Perceived Locus of Control during Basic Training.

Naval Health Research Center, San Diego, Calif.

SPONS. AGENCY- Naval Medical Research and Development Command, Bethesda, Md.
PUB DATE- Aug 84
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Attribution Theory; *Enlisted Personnel; *Individual Power; *Locus of Control; *Military Training
IDENTIFIERS- *Basic Training (Military); Marine Corps

Basic Training (BT) is designed to prepare recruits for their new role as members of the military. The psychological effects of this experience can have important implications for recruits' later effectiveness in the military. Locus of control is one psychological construct which can be important for overall psychological and behavioral adaptation and which also might change as a result of BT experiences. To evaluate the effects of BT on locus of control perceptions, Levenson's Internal, Powerful Others, and Chance control scales were administered to 256 Marine recruits prior to and at the end of BT. The results revealed that following BT the Powerful Others score increased signficantly from 3.8 to 4.1 and the Internal Control score decreased significantly from 5.5 to 5.3. Chance control showed a consistent but nonsignificant decrease from 3.7 to about 3.5. The increase in Powerful Others score correlated with the recruits' perceptions of punishment and surveillance. The decrease in Internal Control score correlated with the recruits' perceptions of leadership and group support. These findings may improve understanding of locus of control issues and assist those involved in the design of BT programs. (Tables are included which list hypotheses tested and which define the social-environmentel perceptions examined.) (NRB)

ED 258 131 CG 018 334

Hare, Jan; And Others

The Child in Grief: Implications for Teaching.

PUB DATE- Oct 84
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council on Family Relations (San Francisco, CA, October 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Needs; *Children; *Death; Developmental Stages; Elementary Education; *Grief; Guidelines; Preschool Education; Teacher Response; *Teacher Role; *Young Children

The purpose of this paper is to increase teachers' understanding of children's conceptualizations of death to enable them to respond to the symptoms of grief in both early and middle childhood. John Bowlby's theoretical framework of childhood mourning is elaborated, and research on teachers' facilitation of children's grief is briefly noted. The developmental stages in children's conceptualizations of death are reviewed, and the nature of their grief in relation to the loss of a parent is explored. Symptoms of grief for children ages 3 to 5 and ages 6 to 11 are detailed. Nine suggestions for teachers supporting a grieving child are offered including: (1) be aware of personal attitudes toward and experiences with death; (2) allow children to openly discuss their loss; (3) use small deaths such as the death of a classroom pet to help children understand the concept of death; (4) use direct and child-appropriate language to provide information about death; (5) be sensitive to delayed or subtle grief responses; (6) create an open, continuing opportunity for the expression of grief; (7) provide reassurance; (8) educate parents about children's needs to participate in death rituals; and (9) be ready to respond to children's unexpressed guilt. (MCF)

ED 258 178 CS 208 870

Springate, Kay W.
Developmental Trends and Interrelationships among Preprimary Children's Knowledge of Writing and Reading Readiness Skills.
PUB DATE- 83
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Auditory Discrimination; Child Development; Handwriting; Kindergarten; *Knowledge Level; *Language Acquisition; Preschool Children; *Reading Readiness; Reading Skills; Visual Perception; *Writing Readiness; *Writing Research; Writing Skills
IDENTIFIERS- *Reading Writing Relationship

Forty-eight children, equally divided among three-, four-, and five-year-old groups, were subjects in a study that explored the development and interrelationships among several facets of writing knowledge and reading readiness skills. Three categories of tasks were administered: knowledge of functions, knowledge of forms, and reading readiness skills. The knowledge of functions tasks assessed children's understanding of writing's everyday uses, including writing a list, a letter, and a label. The writing forms tasks assessed dependence on unit features and/or recognition rules, use of production rules, and paper and pencil name writing skills. Reading readiness tasks assessed auditory discrimination, visual discrimination, and letter naming skills. Results indicated that performance scores increased across age groups on all tasks. However, the greatest differences in scores were between the three- and four-year-old groups. Children exhibited the greatest understanding of the practical applications of labeling. Older children appeared more interested in the presence of English letter features than the display's adherence to recognition rules in sorting writing and pseudowriting task cards. All five-year-old children were able to write their first names with a pencil on paper. Significant interrelationships among reading and writing knowledge varied among the groups. (Author/HOD)

ED 258 194 CS 208 941

Beckman, Aileen K.
The Psychology of Humor and Children's Funny Books: Where Do They Meet?
PUB DATE- Nov 84
NOTE- 8p.; Paper presented at the Annual Meeting of the Keystone State Reading Association (17th, Hershey, PA, November 11-14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Childhood Attitudes; Children; *Childrens Literature; *Comics (Publications); Fiction; *Humor

To perceive the incongruous in fiction, children must have internalized the events of the everyday world. Then they can appreciate the kind of joke "frame" (or pattern) that exists in literature. Elements of humor were tested in a study of eight and nine year old children in England and the United States--22 in each country. Selections from eight books were read orally to each of eight groups, with each selection being an entire episode. The children were given a synopsis of each narrative in order to acquaint them with the main theme of the story. After each selection was read, the children were asked, "What, if anything, did you find funny in that story?" Results of the taped responses indicated that the incongruous appearance, actions, and discourse of characters evoked more humorous responses than books focusing primarily on either situational or language humor. In the two stories that rely on character humor, the main characters were animals familiar from funny books. The frame is thus familiar, unlike situational humor where each narrative centers its story around a different theme. The more explicit the situational frame the more readily it was identified as humorous by the children. The group as a whole also contributed to the recognition of the humorous frame. (EL)

ED 258 208 CS 208 976

Sachs, Judyth; Logan, Lloyd

Reactions of the Target Teacher and Administrator Population Prior to Implementation. Handwriting Implementation Project Study, Report #2.

Queensland Univ., Brisbane (Australia). Dept. of Education.

PUB DATE- May 85

NOTE- 53p.; For Report #1, see ED 247 589.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adjustment (to Environment); *Curriculum Development; Cursive Writing; *Educational Change; *Educational Research; Elementary Education; Foreign Countries; *Handwriting; *Teacher Attitudes; Teaching Methods; *Writing Instruction

IDENTIFIERS- Australia (Brisbane)

Questionnaires were sent to 2,161 teachers and to administrators in 118 primary schools in the Brisbane North Region (Australia) to determine their attitudes toward the implementation of a new handwriting syllabus. The questionnaire also solicited information on educational experience, the importance of handwriting, the teaching of handwriting, and feelings about the current syllabus. Responses indicated that teacher demonstration on the blackboard and individual correction in books were the commonest methods used to teach handwriting. Although there was nearly unanimous agreement on the importance of children learning to write legibly, the importance attached to handwriting was uneven across subjects. A majority agreed that the current print style was easily mastered by children and that the current cursive style was not easily mastered and did not facilitate legibility at speed. Perceptions of the new syllabus ranged from full accord, to reserved judgment, to resigned acceptance. Projected organizational problems included multiple-age classes, working on the old and new scripts concurrently, confusion among parents, and unfamiliarity with the script. Questionnaires are appended. (HOD)

ED 258 240 CS 209 029

Hantz, Alan M.; Wright, Donald K.

Social Responsibility Personality Differences between Male and Female Communicators.

PUB DATE- 5 Aug 85

NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; *Behavioral Science Research; Comparative Analysis; Ethics; Females; Higher Education; Males; Moral Values; *Public Relations; *Sex Differences; *Social Responsibility; *Student Attitudes; *Work Attitudes

A study was conducted to explore in what ways, if any, male public relations practitioners differ from their female counterparts in their level of social responsibility. Subjects were 105 public relations practitioners (60% female and 40% male) and 215 college students (71% female and 29% male), who completed the Berkowitz-Lutterman SRS Scale. The scale measures the respondents' orientation toward helping others even when there is nothing to be gained from such acts. Scale items were presented in Likert-scale format with agree/disagree response options. The results indicated that the students possessed a more fragmented attitude about social responsibility than did the professionals. Several differences appeared between men and women students where no such differences appeared among professionals. Women students tended to endorse more strongly the traditional values of doing one's best, keeping promises to friends, the need to associate oneself with others, and the worth of volunteering. The male students seemed to have acquired these aspects of personality, but to a much lesser degree. One possible explanation for the relative uniformity of attitude among male and female professionals may be that the field serves to shape the attitude toward greater responsiblity. In this case, one would expect the students to increase in social responsibility over time. However, if one views these attitudes as deeply ingrained, then the results portend a decline in the future responsibility of professionals. (HTH)

ED 258 303 CS 504 959

Fiechtner, Susan Brown; Krayer, Karl J.

Instructor Responses to Poor Student Communication Performance: An Attributional Interpretation.

PUB DATE- Apr 85
NOTE- 46p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Winston-Salem, NC, April 11-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; Classroom Communication; *Communication Problems; *Communication Research; Higher Education; Speech Communication; *Student Behavior; *Teacher Behavior; *Teacher Response; Teacher Student Relationship; Teaching Methods

A study was conducted (1) to investigate factors that influence an instructor's choice of behavior when confronted with incidents of students' poor communication performance, and (2) to demonstrate how attribution theory can be used as a vehicle for describing and understanding the causes of instructor reactions or behaviors. The study sought to apply to an educational setting the Green and Mitchell model (which suggests that leaders, given evidence of subordinate performance, infer the causes of the performance prior to determining the appropriate action to take). The method involved distributing a memo among speech communication faculty members at three midwestern universities requesting written examples of poor student communication performance, administering two reliability checks, and using an instrument centering upon six episodes of poor communication performance. The results indicate, first, that in instructors' evaluations of poorly performing students, there was an internal instructor bias to attribute causality more to internal factors than to external factors, which increased when the work history of the student was poor and the outcome was serious. Second, the behaviors chosen as responses to the poor performance were related to the attributions and the surrounding circumstances. The more internal the attribution, the more the response was directed at the student. (EL)

ED 258 333 EA 017 796

Beck, John J.

The Administrative Manager in the 21st Century: An International Perspective.

PUB DATE- May 85
NOTE- 16p.; Paper presented at the Pan-Pacific Conference II: A Business, Economic, and Technological Exchange (Seoul, South Korea, May 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administration; *Administrator Education; *Educational Administration; *Futures (of Society); Labor Force Development

Consideration of the nature of futures research and of observations about the future of management and management education leads to several conclusions about the characteristics that successful educational administrators will share in the future and the training that will be required to prepare them. Three factors complicating futures research are (1) making sure relevant problems are being posed, (2) determining how to balance the technological possibilities of the future with nontechnological influences, and (3) determining whether forecasts should focus on utility or accuracy. Still, futures research is increasingly in demand and useful forecasting tools are being developed. The currently observable global industrial transformation into an information society will require new forms of management that (1) reemphasize such current management skills as planning, organizing, and decision-making; (2) increase efforts to utilize human resources flexibly; and (3) develop new approaches to change, ethics, education, creativity, and managerial entrepreneurship. Although education is slow to change and produces a unique product, educational management must also move in such directions. Management training programs must teach how theory can be translated into practice, emphasize human resources management, involve study of global concepts, and foster entrepreneurship and creativity. (PGD)

ED 258 045 CE 041 790

Automotive Engine Maintenance and Repair.
Marine Corps Inst., Washington, DC.
REPORT NO.- MCI-35.8c
PUB DATE- 15 Feb 84
NOTE- 137p.; For related documents, see CE 041 791-796.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Auto Mechanics; Behavioral Objectives; Continuing Education; Correspondence Study; Course Content; *Engines; Independent Study; Learning Activities; *Mechanics (Process); Military Training; *Motor Vehicles; Programed Instructional Materials; Study Guides

This correspondence course, originally developed for the Marine Corps, is designed to provide students with an understanding of automotive engine maintenance and repair. The course contains six study units covering automotive engine maintenance and repair; design classification; engine malfunction, diagnosis, and repair; engine disassembly; engine component repair; and assembling the engine. Each study unit begins with a general objective, which is a statement of what the student should learn from the study unit. The study units are divided into numbered work units, each presenting one or more specific objectives, and illustrated unit texts. At the end of the unit text are study questions with answers. A review lesson completes the course. (KC)

ED 258 074 CG 018 276

Jenkins, Sharon Rae

Longitudinal Person-Situation Interchanges and the Growth of Self-Definition.

PUB DATE- Aug 84
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Birth; *Career Choice; College Seniors; *Females; Higher Education; *Individual Development; Longitudinal Studies; *Mothers; Nontraditional Occupations; Sex Role; *Social Behavior
IDENTIFIERS- *Self Definition

Self-definition is a thought pattern, scored from imaginative fantasy, which is related to constructive behavioral independence of social norms. Research has shown that self-definition seems related to the opportunity for operant initiative-taking, especially when active and less sex-stereotyped activities are chosen. Senior college women (N=118) in the Michigan Student Study of 1967 responded to four projective sentence cues yielding imaginative story protocols. The sample was followed up in 1970 with a questionnaire regarding educational and career histories, family life, childbearing, and future plans; and again in 1981 with a similar questionnaire including the same four projective sentence cues given in 1967. Repeated story protocols were available for 64 subjects. The story protocols were scored for self-definition. To assess longitudinal changes in self-definition, two subdivisions of the sample were made, one according to the subjects' childbearing and the other according to career patterns. The results indicated that the sample as a whole showed a significant decrease in self-definition from 1967 to 1981. The decrease was most marked for women with children. The group with no children did not decrease significantly. The group with interrupted career or no career also decreased significantly in self-definition and in 1981 was significantly different from the continuous career group. The overall longitudinal autocorrelation of self-definition was not significant. (The coding categories for self-definition scoring system are appended.) (NRB)

ED 258 116 CG 018 319

Poussaint, Alvin F.
The Grief Response Following a Homicide.
PUB DATE- 28 Aug 84
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Death; Emotional Response; Family (Sociological Unit); *Family Attitudes; *Grief; *Psychological Patterns
IDENTIFIERS- *Homicide, Revenge

Although grief reactions have been carefully examined, little information is available on the grief response following the murder of a loved one. Impressions of homicide survivors' grief reactions were obtained by the staff of a family support center who treated ten families that had experienced the loss of a family member by homicide. Observations of grief were made using Bowlby's three-phase model of the grief response: protest, despair, and detachment. During the protest phase, homicide survivors experienced the characteristic reactions but, in addition, experienced overwhelming rage which often overshadowed feelings of sadness. They also reported a strong urge to seek revenge. Children in this phase demonstrated similar feelings along with regression and severe school problems. The despair of phase two was often increased for homicide survivors because of demeaning experiences with an indifferent police and criminal justice system. Family members lost faith in government and society, and felt more vulnerable and trusted people less. For homicide survivors in phase three, the detachment process was handicapped, particularly in those cases where the murderer had not been apprehended. Other reports of clinical experiences in the treatment of homicide survivors have documented similar results. These findings suggest that the homicide-trauma stress syndrome is a subject in need of both research and preventive psychiatric interventions. (NRB)

ED 258 146 CS 008 054

Guthrie, John T.; Kirsch, Irwin S.

What Is Literacy in the United States? Reading Competencies and Practices. Technical Report #5.

International Reading Association, Newark, Del.

SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

PUB DATE- Feb 83

NOTE- 28p.

CONTRACT- MDA-90381C-0446

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Functional Literacy; *Literacy; *Literacy Education; *Reading Ability; Reading Comprehension; Reading Difficulties; *Writing Skills

Growing scientific literature provides a perspective of literacy that is at variance with traditional points of view, which see literacy as a unitary, dichotomous, psychological capability that is learned with the appropriate educational opportunity. However, an individual is not easily categorized as literate or illiterate. While the goal is to ensure that every adult will be able to understand all printed meterials likely to be encountered in everyday life, it is unreasonable to suppose that there is one measure of a unitary competency that can be partitioned into two levels to divide literates from illiterates. Attempts of this sort ignore the pluralism of the social and occupational conditions in which people live, the diversity of uses for reading, and the variability of demands for literacy within the United States. A better question is, "Do people exhibit activities and competencies that satisfy the demands for literacy in their social contexts?" The answer to this question requires (1) a description of the demands for literacy within defined social situations, (2) the competencies needed to meet these demands, and (3) the activities or practices of literacy. These sets of information may be juxtaposed to observe the degree of correspondence between the profile of demands and the profile of activities for literacy in a person or group. This correspondence provides a basis for determining the nature and extent of literacy. (EL)

ED 258 163 CS 008 074

Richards, Janet E. Clarke; Levitov, Justin E.
An Observational Measure of Reading Teacher Instructional Orientation.

PUB DATE- 1 Feb 85
NOTE- 23p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 31-February 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Rating Scales; Classroom Observation Techniques; Educational Theories; Elementary Education; *Reading Instruction; *Reading Research; *Teacher Attitudes; *Teacher Behavior; *Test Reliability; *Test Validity
IDENTIFIERS- Theoretical Orientation; *Theory Practice Relationship

A study was conducted to assess the validity and reliability of R. Moss's "Classroom Analysis of Teachers' Theoretical Orientation to Reading" in order to provide an observation system specifically intended for assessing a teacher's reading instruction as a function of theoretical orientation. Five reading experts were chosen to individually teach reading lessons to a group of second and third graders. The subjects instructed the youngsters using reading approaches with three main orientations: grapho-phonics, skills, and whole-language. The lessons ranged in length from 12 to 28 minutes. The videotapes of these lessons were then individually presented to two classes of undergraduate education majors who used a slightly modified Moss observational system to rate the teachers' instructional behaviors. The original instrument was lengthened from four to six subcategories. The reliability analyses suggested that the instrument could yield stable estimates of theoretical orientation. In general the items on the validity assessment performed as expected. However, some items were correlated with factors other than those that were theoretically predicted. (HOD)

ED 258 272 CS 209 089

Winsor, Jerry L.
Sex and Power in the Office: An Overview of Gender and Executive Power Perceptions in Organizations.
PUB DATE- Apr 84
NOTE- 9p.; In: Professional Communication in the Modern World: Proceedings of the Southeast Convention of the American Business Communication Association (31st, Hammond, LA, April 5-7, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrative Change; Administrative Policy; Administrative Principles; Administrative Problems; Administrator Role; *Administrators; *Attitude Change; *Employed Women; *Management Development; Organizational Communication; Sex Bias; *Sex Discrimination; *Sex Stereotypes; Sexual Harassment

An examination of recent literature concerning differing male and female socializations reveals a number of implications and suggestions for changing some negative executive attitudes regarding female executive skills. While more women are in executive positions than ever before, women are still at a disadvantage because the productive interpersonal skills that are part of their socialization are not highly valued in the workplace, and they need additional safeguards against sexual harassment. Specific suggestions for remedies to problems of inappropriate power perceptions in organizations include the following: (1) training programs with the goal of consciousness raising (awareness) of the problems of power perceptions in the specific organizations; (2) employment analysis of firms' hiring, placement, and advancement policies focusing upon comparative worth data for each management and executive position; (3) intentional mentoring programs by the organization and networking efforts by male and female manager/executive candidates; (4) having intermediate range divisional goals to increase the number of managerial/executive women integrated into the organization and periodic reviews of the target objectives; and (5) skills training for all manager/executive career development personnel in the organization focusing upon skills shown to relate to effective human relations and conflict management. (EL)

ED 258 288 CS 504 897

Tolhuizen, James H.
Control and Affiliation: A Two Dimensional Approach to Relational Communication.
PUB DATE- Apr 85
NOTE- 37p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Communication Skills; *Interpersonal Attraction; *Interpersonal Communication; *Interpersonal Relationship; *Research Needs; Speech Communication
IDENTIFIERS- *Affiliation (Social Behavior); *Control (Social Behavior)

Interpersonal behavior has been observed in a number of studies, and yet the two relational issues of control and affiliation are commonly reflected in all of them. Relational control includes such behaviors as dominance, assertiveness, retiring, and following, while relational affiliation includes involvement, acceptance, friendliness, and affection and association, and their opposites of aloofness, rejection, unfriendliness, hate, and disassociation. Although both control and affiliation are considered major organizing principles of social behavior, only relational control has been extensively investigated by researchers to date. In order to encourage research in relational affiliation, a conceptualization of affiliation that is consistent with the relational approach is needed. Conceiving of affiliation as the horizontal dimension of relationships, messages may be viewed as representing one of three types of affiliative moves: (1) an attempt to approach the person and define the relationship as closer, more involving, more friendly, and more loving; (2) an attempt to retract from the person and define the relationship as more distant, less involving, and less friendly; and (3) an attempt to remain stationary and not change the closeness or distance of the relationship. A scheme for coding affiliation from verbal interaction can then be used. (A set of 12 research propositions about relational affiliation drawn from recent communication theory and research are discussed.) (EL)

ED 258 318 EA 017 756

Increasing Personal and Organizational Effectiveness. Treatise No. 3: "Understanding Sources of Organizational Conflict and Conflict Management Strategies."

New Mexico Research and Study Council, Albuquerque.

PUB DATE- 1 Jun 83
NOTE- 14p.; For related documents, see EA 017 754-759.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Conflict; *Conflict Resolution; Group Dynamics; Organizational Communication; Organizational Effectiveness

Conflict within organizations must be managed to maximize its useful aspects while minimizing those that are dysfunctional. Conflict can be interpersonal or can stem from the structural characteristics of the organization. Sources of conflict include win-or-lose situations that reduce cooperation by fostering competition, incompatibility among the goals of organizational sub-units, and concerns about status and authority. Reactions to conflict include avoidance, limiting discussion to areas of agreement, forcing compliance with authoritative decisions, compromising, and collaboration. Among the strategies that can be employed in resolving conflict are increasing intergroup contacts, developing superordinate goals, and restructuring the organization. Administrators must learn appropriate management skills to know when and how to apply these strategies for maximal effect. (PGD)

ED 257 942   CE 041 371

Hayes, Chris; And Others
Competence and Competition. Training and Education in the Federal Republic of Germany, the United States and Japan.
National Economic Development Office, London (England).
REPORT NO.- ISBN-0-7292-0652-1
PUB DATE- 84
NOTE- 93p.; A Report prepared by the Institute of Manpower Studies for the National Economic Development Council and the Manpower Services Commission.
AVAILABLE FROM- National Economic Development Office, Millbank Tower, Millbank, London, England SW1P 4QX.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Vocational Education; Case Studies; *Competition; Developed Nations; *Economic Progress; *Educational Policy; Foreign Countries; *International Trade; Job Training; Outcomes of Education; Postsecondary Education; Secondary Education; Success; *Vocational Education
IDENTIFIERS- *Japan; United Kingdom; United States; *West Germany

This report describes how key elements in the vocational education and training (VET) policies in the Federal Republic of Germany, the United States, and Japan underpin the economic competitiveness of those countries. It focuses on how they support their effective response to changing markets and a rapidly changing economic environment and shows by what criteria, and in what terms, the three countries judge the relevance and importance of their VET efforts. Chapter 1 contains a summary and recommendations for policymakers in the United Kingdom (UK) regarding what action in relation to VET is needed to be in the same competitive league as these successful nations. Chapters 2, 3, and 4 describe the expectations and results of education in the three countries. Brief synopses are provided of general features, some facts and figures, and expectations of VET (quality and quantity of output, individual access, roles and responsibilities, continuity in VET, links between economic performance and VET). Following a detailed discussion of the VET system in each country, a statistical appendix with tables containing pertinent data is provided. Chapter 5 refers to some of the main expectations about, and outputs of, education and training arrangements in the UK. A statistical appendix for the UK follows. Chapter 6 examines some British preoccupations against the background of the views and achievements of its competitors. (YLB)

ED 257 981 CE 041 646

Pfister, Linda A.; Saunders, Carol

Determine Client and Environmental Needs. Module CG A-6 of Category A--Guidance Program Planning. Competency-Based Career Guidance Modules.

American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

REPORT NO.- ISBN-0-934425-05-1

PUB DATE- 85

NOTE- 64p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.

AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Career Guidance; *Client Characteristics (Human Services); Competence; Competency Based Education; Counselor Training; Cultural Context; Educational Environment; Evaluation Methods; *Guidance Programs; Human Services; *Inservice Education; Learning Activities; Learning Modules; Needs; *Needs Assessment; Planning; Postsecondary Education; Program Development; Program Improvement; Resources; Social Influences

This module is intended to help guidance personnel in a variety of educational and agency settings increase their skills in assessing desired outcomes, current status, and needs of program clients as well as skills to assess the environmental conditions that influence those needs. The module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. Patterned after the Performance Based Teacher Education Modules developed at the National Center for Research in Vocational Education, the modules teach competencies for planning, supporting, implementing, operating, and evaluating guidance programs. The module follows a standard format that includes the following components: (1) an introduction that gives the user an overview of the purposes and content of the module; (2) a section that provides information about the module goal and a list of the competencies covered in the module; (3) a reading containing information on each of the competencies; (4) learning experiences consisting of an individual activity, individual feedback, and a group activity; (5) evaluation techniques that can be used to measure what workshop participants need prior to training and what they have accomplished through training; and (6) an annotated list of resources. Topics include identifying methods and scope of needs assessment, planning, acquiring instrumentation, reporting results, and using the findings. (KC)

ED 257 992 CE 041 657

Boyle, Karen Kimmel

Promote Home-Based Guidance. Module CG C-6 of Category C--Implementing. Competency-Based Career Guidance Modules.

American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

REPORT NO.- ISBN-0-934425-18-3

PUB DATE- 85

NOTE- 64p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.

AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Behavioral Objectives; *Career Development; Career Education; *Career Guidance; Competency Based Education; Counselor Evaluation; *Counselor Training; Decision Making; *Family Influence; *Family Involvement; Family Role; *Guidance Personnel; Guidance Programs; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; Postsecondary Education

This module, one in a series of competency-based guidance program training packages, focuses on specific professional and paraprofessional competencies of guidance personnel. Modules in Category C suggest how to conduct, accomplish, or carry out selected career guidance program activities. The purpose of this module is to help career guidance personnel ensure that home-based guidance is provided for clients by others and/or personally provide this service. It begins with a section that presents the module goal and a listing of the five competency statements. An introduction gives an overview of the purpose and content of the module. The next section presents a reading (cognitive information) on each one of the competencies. Learning experiences related to the needed competencies follow. One learning experience exists for each competency (or cluster of competencies), and each may stand on its own. Each learning experience consists of an individual activity, individual feedback, and group activity. An evaluation section contains a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. A final section lists all references and provides annotations of related major resources. (YLB)

ED 258 015 CE 041 684

Bagley, Martha, Ed.
Maximizing Employment through Research. Proceedings of the Annual Research Utilization Conference (1st, Mississippi State, Mississippi, 1984).
Mississippi State Univ., Mississippi State. Rehabilitation Research and Training Center on Blindness and Low Vision.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- Apr 84
NOTE- 77p.
GRANT- G008103981
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Blindness; Career Development; *Educational Research; Employment Potential; *Employment Services; Financial Support; Futures (of Society); Low Vision Aids; Outcomes of Education; Predictor Variables; Productivity; Program Administration; Research and Development; Research Methodology; Research Needs; *Research Utilization; Technological Advancement; *Visual Impairments; *Vocational Rehabilitation

These proceedings consist of seven papers and four reaction papers that were presented at a conference designed for administrative and management personnel from agencies and programs providing education and rehabilitation services to blind persons. Included in the volume are the following papers: "Introduction to Rehabilitation Research," by William H. Graves; "Predicting Employment Outcomes of Blind Clients of State Vocational Rehabilitation Agencies," by J. Martin Giesen; "Productivity and Comfort of the Visually Impaired Worker as a Function of Low-Vision Aid Usage and Illumination Level and Color Contrast Modifications," by Shelly Miles; "The Low-Vision Clinic as an Employment Enhancement Technique," by Connie McCaa; "The Career Development of Blind and Visually Impaired Persons and Career Development Service Resources," by William H. Graves; "Funding Technological Advances," by Mary Ann Langton; and "The Future of Rehabilitation Research in Blindness and Low Vision," by William H. Graves. Reactions to four of these papers were provided by the following individuals: J. Elton Moore, Randy Parker, Kenneth E. House, and Susan Jay Spungin. (MN)

ED 258 061 CG 018 263

Castaneda, Gloria G.; Winer, Jane L.
Psychological Models of Engineering Careers: Academic Prediction.
PUB DATE- 18 Apr 85
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (31st, Austin, TX, April 18-20, 1985). For a related document, see CG 018 285.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; College Entrance Examinations; *College Students; *Engineering; Grade Point Average; Higher Education; Interest Inventories; Personality Traits; *Predictive Measurement; *Student Attrition; Work Attitudes
IDENTIFIERS- Holland Vocational Preference Inventory; Strong Vocational Interest Blank

Studies about engineering students and their success and attrition in college are numerous and diverse. One set of research efforts has focused on the differences between academically successful and unsuccessful engineering students. Personality characteristics, academic preparation, and work values are among the variables which have been analyzed in these studies. Researchers have used the Holland Vocational Preference Inventory, the Strong Vocational Interest Blank, and researcher-developed surveys and questionnaires to differentiate between persisters and nonpersisters. Although this past research may be used as a foundation on which to base current research, sample differences make it difficult to find a common thread among all the results. Self-analysis and local research are necessary to understand the students at a specific university. A second set of studies has focused on academic prediction and attempts to distinguish potentially successful students from those who will leave the field of engineering. An analysis of academic prediction studies indicates that the best method for differentiating successful from unsuccessful students involves multiple predictors such as grade point average, Scholastic Aptitude Test (SAT) or American College Test (ACT) results, interest inventories, and personal interviews. (NRB)

ED 258 103 CG 018 306

Stovall, Bennie
Child Sexual Abuse: Prevention and Treatment. Continuing Education Manual.
Eastern Mighican Univ., Ypsilanti. Dept. of Social Work.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 82
NOTE- 133p.; For related document, see CG 018 307.
GRANT- DHHS-TE-MI-0181
AVAILABLE FROM- Eastern Michigan University, Department of Social Work, 421 King Hall, Ypsilanti, MI 48197 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; *Child Abuse; *Child Neglect; Children; *Clinical Diagnosis; Continuing Education; Family Environment; Family Violence; Incest; Independent Study; Instructional Materials; Parent Child Relationship; *Prevention; Resource Materials; *Sexual Abuse; *Social Workers; Workshops
IDENTIFIERS- Michigan

This self-study manual, for use by individuals or groups, was developed for social work practitioners, and focuses on total family assessment to determine prevention and treatment intervention in cases of child sexual abuse and neglect. The introduction presents the philosophy of continuing education on which the manual is based, an overview of child sexual abuse, and a discussion of the purpose of the manual. Section II outlines three suggested formats (3-hour workshop, 2-day workshop, and a course outline) for presenting the material to groups. Section III, the major portion of the manual, consists of the following materials: suggestions for use of the manual; a discusssion of myths concerning child sexual abuse; Michigan criminal sexual conduct and child protection law; a definition of child sexual abuse; charts of family dynamics in child sexual abuse cases, family diagnosis, and stages of the family life cycle; a discussion of diagrammatic assessment of family relationships; a diagnostic guide; indications for conjoint evaluation; an outline of a problem-solving model; a model for practice; and lists of audiovisuals and additional resources. Section IV presents two case studies with suggested interventions and practical applications of the material offered in the manual. Section V contains four readings on incest, sexual abuse, and child molesting. The manual concludes with a 17 page bibliography of a variety of resources concerning child sexual abuse.

Franklin, Elizabeth Anne
A Naturalistic Study of Literacy in Bilingual Classrooms.
PUB DATE- 84
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basal Reading; *Bilingual Education; Comparative Analysis; *Cultural Differences; Cultural Influences; Educational Theories; Grade 1; *Language Acquisition; Limited English Speaking; *Literacy Education; Phonics; Primary Education; Psycholinguistics; *Reading Instruction; Reading Research; Sight Method; Spanish Speaking; *Teaching Methods

A naturalistic study of two bilingual first grade classrooms was conducted to gain an increased understanding of the cultural literacy instruction beliefs in society and to better understand the process by which literacy instruction beliefs influence the classroom. One Anglo and one Hispanic teacher working in different midwestern school systems were observed for four months. Both were considered competent bilingual educators, but each exemplified a different approach to teaching literacy. The Hispanic teacher was a strong proponent of the sight word approach and the basal reader from which she taught also emphasized this approach. The Anglo teacher taught reading from a phonics basal and personally advocated this approach. Strong cultural beliefs about how literacy most effectively develops guided the curriculum and instruction. The very strategies that both teachers attempted in order to simplify English literacy instruction frequently made the process more difficult for Spanish speaking children, who did not have the knowledge Anglo children learn at home. The results gave support for a literacy program based on psycholinguistic principles, stressing the immediate use of whole texts by children rather than emphasizing skills and smaller bits of language. (HTH)

Surlin, Stuart H.
Jamaican Call-In Radio: A Uses and Gratification Analysis.
PUB DATE- Aug 85
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; Foreign Countries; Information Needs; Information Sources; Mass Media Effects; *Media Research; *Programing (Broadcast); *Radio
IDENTIFIERS- Jamaica; *Media Use; *Uses and Gratifications Research

Noting that radio call-in programs seem to contain the elements for active audience involvement and participation, a study was conducted to examine the hypothesis that information gain and surveillance are the primary gratifications sought through call-in radio programs, especially in a culture that has a strong oral tradition and relatively few sources of mediated information. One adult from each of 268 randomly selected households in Kingston, Jamaica, was interviewed. Each respondent answered questions relating to (1) frequency of listening to Jamaica's 10 call-in radio programs, (2) perceived "usefulness" of information provided within each program, (3) perceived uses/gratifications, (4) radio attitudes, (5) significance of radio or other medium as an information source, and (6) demographic data. The results substantiated the hypothesis. Lower socioeconomic status, less educated, more alienated, and radio-oriented respondents were most likely to listen to call-in programs, find the information useful, and seek the greatest gratification from them. The call-in programs featuring experts in health-care and legal advice were rated most useful, while the open-mike programs were generally more popular. (HTH)

ED 258 225 CS 209 010

Bhola, H. S.
Writing for New Literates: The Design, Delivery and Evaluation of a Writers' Workshop in Zambia.
PUB DATE- May 84
NOTE- 36p.; Paper prepared for the German Foundation for International Development Workshops for Writers of Reading Materials for Adult and Continuing Education in Malawi (June 1984) and Botswana (August 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; Expository Writing; Foreign Countries; *High Interest Low Vocabulary Books; *Literacy Education; *Material Development; *Reading Materials; *Technical Writing; *Workshops; Writing for Publication; Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- Zambia

To train writers to write books for new literates in Zambia who need high interest-low reading level materials on practical matters, a workshop was organized. The training cycle occurred over a period of several years, beginning in 1980 with the planning phase and the Kabwe Community Development Training Course, the first training element in the training cycle. The 22 trainees in the course were to write literacy primers to cover each of the seven official languages of Zambia. They were taught an instructional module dealing with how to conduct a reading survey, do vocabulary research, determine readability, write simply, structure a book, translate from English, and pretest written materials. In the second training element, which lasted five months, the trainees were sent to different provinces to complete the research and writing tasks assigned to them at Kabwe. In May 1981, the writers brought their work to the Kitwe workshop, the culmination of the training cycle, where the manuscripts of books for new literates were prepared. Twenty district and provincial community development officers were invited to assume the role of "editors." The Kitwe workshop went through three evaluations: the formative evaluation of the workshop, the end-of-the-workshop evaluation, and the evaluation of outcomes. (EL)

ED 258 257 CS 209 061

Edwardson, Mickie; And Others
Demographic Group Recall of News from Videotex and TV Newscasters.
PUB DATE- Aug 85
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; Audience Analysis; Comparative Analysis; Information Sources; *Mass Media Effects; *Media Research; Memory; News Media; *News Reporting; *Recall (Psychology); *Television Viewing; *Videotex
IDENTIFIERS- Media Use; *Television News

A random sample of 138 adults was assigned to view one version of a news program in their homes to compare recall of news given by a television newscaster with recall of that provided by a frequently used form of videotex. Both the standard newscast and the cable newspaper gave the viewer no opportunity to select information. News stories were rotated and shown to each subject in four conditions: newscaster with and without a graphic, and videotex with and without a graphic. Both free and aided recall were measured. The findings revealed that both habitual and nonhabitual viewers of television news remembered more from videotex than from a live newscaster. Persons with more education remembered more from both a newscaster and videotex than did persons of less education, persons of higher income remembered more than did persons of lower income, and persons below 40 years of age recalled more than did older persons. Among subjects with less education, men remembered more from a newscaster than did women. In addition, groups most likely to acquire videotex early (younger, more educated, higher income, male) remembered more from videotex than from a newscaster. (Author/HOD)

ED 257 956 CE 041 587

Heckenmueller, Jerome P.; Keller, Ann
Age Integrated Learning: A Theoretical Model.

PUB DATE- Nov 84
NOTE- 16p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984). For a related document, see CE 041 586.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; *Adult Education; Adults; Aging (Individuals); Coping; Decision Making; *Developmental Psychology; Educational Gerontology; Educational Planning; *Educational Theories; Higher Education; *Individual Development; Models; Personality Theories; *Social Psychology; Social Support Groups; Sociology; Stress Management
IDENTIFIERS- *Age Integrated Learning; Crisis Management; *Erikson (Erik); Intergenerational Learning

The concept of age integrated learning (AIL) can be derived from Erikson's theory of psychosocial development. Two emphases in his theory that are less well recognized than others are central to Erikson's theory and are the cornerstone of a rationale for AIL. The first is his emphasis on the interdependence of generations for optimal crisis resolution and healthy individual psychosocial development. Crisis resolution is a continuous process in which individuals at different stages of development provide support for one another in that they are confronting the same crisis issues at different levels of muturity. A second emphasis is his focus on the cognitive/intellectual, rather than simply the affective or emotional, underpinnings of individual psychosocial development. From Erikson's life span developmental theory, a connection can be made with recent theoretical statements from experimental social psychology and empirical sociology. The literature on personal control, stress, and social support is consistent with an age integrated approach to learning and is a logical extension of Erikson's thinking. (YLB)

ED 257 969 CE 041 620

Sewall, Timothy J.; Kocurek, Margaret
Adult Students and Their Unenrolled Cohorts at UW-Stevens Point.
Wisconsin Univ., Green Bay. Assessment Center.
PUB DATE- Apr 85
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adults; *Adult Students; College Programs; Educational Attitudes; Higher Education; *Participant Satisfaction; Program Improvement; *Student Attitudes; *Student Characteristics; *Student Educational Objectives
IDENTIFIERS- *University of Wisconsin Stevens Point

A survey was conducted at the University of Wisconsin-Stevens Point (UWSP) to gather basic information and opinions from returning adult students (aged 25 years or older) and to contact a sample of unenrolled adults in the community to determine their educational preferences. Surveys were distributed to approximately half of the 841 adult students enrolled in the school in the Spring of 1984, and to a group of "potential" students whose names were provided by the students who returned the questionnaires. Usable questionnaires were received from 306 students and 59 nonstudents. Some of the results of the survey were as follows: (1) 72 percent of the adult students were between 23-34 years of age; in the 35-plus age category, women outnumber men 3 to 1; the nonstudent cohort group had a similar age and sex distribution; (2) nonstudents were more likely than the students to be married, less likely to have children, and much more likely to be employed; (3) there were more nonstudents than students in the semiskilled manual labor categories; (4) two-thirds of the students had some postsecondary education prior to enrolling at UWSP, and 59 percent of the students planned to earn graduate degrees; (5) nonstudents cited job and home responsibilities, lack of incentive, and cost as major reasons for not continuing their education; and (6) both groups preferred classes that met on Mondays or Tuesdays. Suggestions were made to facilitate class attendance for adult students in the hope of increasing service to that market. (KC)

ED 258 003 CE 041 669

Lancaster, Anita Sklare

Assist Clients with Equity Rights and Responsibilities. Module CG C-18 of Category C--Implementing. Competency-Based Career Guidance Modules.

American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- ISBN-0-934425-30-2
PUB DATE- 85
NOTE- 152p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.
AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Affirmative Action; Career Counseling; *Career Guidance; Check Lists; Civil Rights Legislation; Competency Based Education; *Compliance (Legal); Counseling Objectives; Counseling Techniques; Counselor Role; Counselor Training; Definitions; *Equal Opportunities (Jobs); *Federal Legislation; Federal Regulation; Guidance Personnel; Guidelines; Inservice Education; Labor Legislation; Laws; Learning Activities; Learning Modules; *Legal Education; *Legal Responsibility; Lesson Plans; Paraprofessional Personnel; Postsecondary Education; Questionnaires; School Counseling; Secondary Education; Self Evaluation (Individuals)
IDENTIFIERS- Age Discrimination in Employment Act 1967; Civil Rights Act 1964 Title VII; Equal Employment Opportunity Act 1972; Equal Pay Act 1963; Rehabilitation Act 1973; Vietnam Era Veterans Readjustment Assistance Act; Womens Educational Equity Act

This learning module, one in a series of competency-based guidance program training packages focusing upon professional and paraprofessional competencies of guidance personnel, deals with assisting clients with equity rights and responsibilities. Addressed in the module are the following topics: defining various terms related to equality of employment opportunity, analyzing major Federal laws and executive orders related to equality of employment opportunity, and understanding major Federal guidelines related to equality of employment opportunity. The module consists of readings and learning experiences covering these three topics. Each learning experience contains some or all of the following: an overview, a competency statement, a learning objective, one or more individual learning activities, an individual feedback exercise, one or more group activities, and a facilitator's outline for use in directing the group activities. Concluding the module are a participant self-assessment questionnaire, a trainer's assessment questionnaire, a checklist of performance indicators, a list of references, and an annotated list of suggested additional resources. Appendixes to the module include a list of State and regional offices of various enforcement and compliance agencies and the texts of nine laws and executive orders dealing with equal employment opportunity. (MN)

ED 258 030 CE 041 723

Worthington, Robert M.

Vocational Education Opportunities.

Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 25 Apr 85
NOTE- 25p.; Paper presented to the National Association of State Directors of Vocational Education (Washington, DC, April 25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Economic Development; *Educational Finance; Educational Innovation; *Educational Trends; Federal Legislation; *Federal Regulation; *Federal State Relationship; Futures (of Society); Postsecondary Education; *Program Improvement; School Role; Secondary Education; State Federal Aid; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984

Vocational education is a key to the education of the future, as the schools absorb more responsibility for preparing students to enter a rapidly expanding job market. Although there are great visions for the future of vocational education, there must be concern for daily details of financial management, personnel motivation, and administrative planning. The Carl D. Perkins Vocational Education Act is being implemented. The U.S. Department of Education is providing assistance in its implementation through the ADVOCNET electronic mail network in lieu of expensive travel. In the implementation of the Act, there are five key areas for regulations: (1) vocational education improvement, innovation, and expansion programs; (2) excess costs requirements for funding handicapped and disadvantaged student programs; (3) state administration--7 percent allocation; (4) expenditure formulas for programs for limited-English-speaking persons; and (5) Title III Consumer and Homemaking Education and Guidance and Counseling programs. Another key concern is the Federal budget. Some priorities for discretionary projects funding include bilingual vocational education, programs for Indians and Hawaiians, the correctional education program, the National Center for Research in Vocational Education, and the Curriculum Coordination Center. The key to all of these activities is industry-education partnerships. This is a time of great opportunity for education, time to go forward with not only the three R's but also the three C's--content, character, and choice. (KC)

ED 258 046 CE 041 791

Automotive Power Trains.

Marine Corps Inst., Washington, DC.

REPORT NO.- MCI-35.9f
PUB DATE- 26 Jan 83
NOTE- 126p.; For related documents, see CE 041 790-796.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Auto Mechanics; Behavioral Objectives; Continuing Education; *Correspondence Study; Course Content; *Engines; Independent Study; Learning Activities; Mechanics (Process); Military Training; *Motor Vehicles; Power Technology; Programed Instructional Materials; Study Guides
IDENTIFIERS- *Power Trains

This correspondence course, originally developed for the Marine Corps, is designed to provide mechanics with an understanding of the operation, maintenance, and troubleshooting of automotive power trains and certain auxiliary equipment. The course contains six study units covering basic power trains; clutch principles and operations; conventional transmissions; transfer assemblies; universal joints, propeller shafts and other joints; and final drives, differential assemblies, and axle assemblies. Each study unit begins with a general objective, which is a statement of what the student should learn from the study unit. The study units are divided into numbered work units, each presenting one or more specific objectives, and illustrated unit texts. At the end of the unit text are study questions with answers. A review lesson completes the course. (KC)

ED 258 075 CG 018 277

Grimley, Liam K., Ed.
Historical Perspectives on School Psychology.
Indiana State Univ., Terre Haute. School of Education.
PUB DATE- Mar 85
NOTE- 72p.
AVAILABLE FROM- School of Education Publications Office, Indiana State University, Terre Haute, IN 47809 ($1.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *History; *Professional Associations; Program Development; *School Psychologists; *State Programs
IDENTIFIERS- Kansas; New Jersey; New York; Pennsylvania

This monograph was created to stimulate more thorough study of the history of school psychology. In the first section, "Mapping the Territory for Historical Study of School Psychology," by Liam K. Grimley, some fundamental questions are raised about what should be studied in the history of school psychology, how that study might be approached, and how the study of history has relevance to the current practice of school psychology. The second section, "Documentary Evidence," by Thomas K. Fagan and Frances J. Delugach, emphasizes the need for careful scrutiny of documentary evidence and discusses the literary origins of school psychology. The third section contains papers from a symposium on the history of school psychology. The introductory paper by, Jack I. Bardon, focuses on the relevance of state events and individuals to the development of school psychology at the national level. Persons who have made significant contributions to school psychology nationally are cited in this discussion. Personal perspective papers are included on the history of school psychology in Pennsylvania (by Joseph L. French), New Jersey (by Virginia Bennett), and New York (by Gilbert M. Trachtman). The final section, by Edna L. Harrison, reviews the history of state associations of school psychologists and documents the history of the Kansas Association for School Psychologists over the past 10 years. An appendix contains a paper by Thomas K. Fagan describing the background, purpose, activities, structure, and facilities of the Center for the History of School Psychology. (NRB)

ED 258 089 CG 018 291

Bellando, Jayne; Winer, Jane L.
Computer Anxiety: Relationship to Math Anxiety and Holland Types.
PUB DATE- 18 Apr 85
NOTE- 33p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (31st, Austin, TX, April 18-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Computer Assisted Instruction; Computers; Higher Education; *Mathematics Anxiety; Personality Assessment; *Personality Traits; Teacher Attitudes
IDENTIFIERS- *Computer Anxiety; *Hollands Theory of Occupational Choice

Although the number of computers in the school system is increasing, many schools are not using computers to their capacity. One reason for this may be computer anxiety on the part of the teacher. A review of the computer anxiety literature reveals little information on the subject, and findings from previous studies suggest that basic controlled research is needed. A study was undertaken to measure computer anxiety in a college population and to determine the relationship of computer anxiety to personality types and math anxiety. Undergraduates (N=59) completed Oetting's Computer Anxiety Scale (COMPAS), A Questionnaire About Computers, the Math Anxiety Rating Scale (MARS), and the Vocational Preference Inventory to determine Holland types. Demographic data revealed that subjects had limited access to computers and only a minimal amount of computer experience. The data from both computer scales suggested mild degrees of computer anxiety. Correlation analysis for the COMPAS and MARS suggested a moderate relationship between the two instruments. An analysis of Holland types revealed that Artistic and Social types reported a significantly higher amount of computer anxiety compared to the remaining four types; there were no significant differences among the other four types. The findings suggest there is some validity to classifying people by Holland types to determine levels of computer anxiety. (NRB)

ED 258 117 CG 018 320

Hayes, Christopher L.; Kalish, Richard A.
Cultures in Transition: The Case of the Hmong.
PUB DATE- Mar 85
NOTE- 19p.; Paper presented at the Annual Meeting of the Western Geronotological Society (31st, Denver, CO, March 16-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Counselor Role; Cultural Awareness; Cultural Differences; *Culture Conflict; *Death; Emotional Problems; *Folk Culture; Laotians; Older Adults; *Refugees
IDENTIFIERS- *Funerals; *Hmong People; Rituals

This article reviews the death-related experiences and concerns of Hmong refugees from Laos. Attention is given to describing traditional funerary and burial practices of the Hmong and the barriers to maintaining these practices in the United States. To understand the losses suffered by the Hmong, parallels are drawn between their experiences and those of holocaust victims. Due to their immense losses, many older Hmong are experiencing severe mental health problems. For those professionals and service providers who work with the dying and grieving, it is essential that they be aware of the customs and values of the population with whom they are working. (Author)

Marsh, Elizabeth
Beginning Reading, Writing and Poetry.
PUB DATE- 82
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; *Class Activities; Elementary School Curriculum; *Poetry; Primary Education; *Reading Instruction; *Writing Instruction

The program described in this paper makes beginning reading an activity in which children could use all of their cognitive and affective abilities to experience the images and ideas within the piece. The introduction points out that children can become actively involved in reading by writing poetry because they are creating the reading material that will be the most meaningful to them, since it is actually a part of them. Suggestions for the ideal physical arrangement of the classroom and poetry accessibility are also included in this section of the paper. The second section is a model of a classroom schedule, incorporating reading and writing poetry, that provides four times throughout the day when the following poetry activities would be used: (1) drawing/writing, (2) working with words, (3) listening, and (4) lessons in the areas of science or the family. Sample poems and suggestions for student activities for each of those areas are provided. (DF)

ED 258 195 CS 208 943

Nickell, Samila Sturgell
The Best of Both Worlds: Writing Conferences on the Computer.
PUB DATE- Mar 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Microcomputers; Revision (Written Composition); *Teacher Role; Teacher Student Relationship; *Teaching Methods; *Word Processing; *Writing Evaluation; Writing Improvement; *Writing Instruction; Writing Processes
IDENTIFIERS- *Writing Conferences
One of the best teaching methods adaptable to the computer is the writing conference. The student and teacher meet at the computer and work with the piece directly on the screen. Holding writing conferences at the computer allows the teacher to get closer to the student's writing processes and to determine the stage or stages with which the student is having difficulty. The ability to make immediate changes gives the students a sense of accomplishment. As they see their papers actually change and fall into place, students truly begin to believe in revision. Teachers holding computer conferences may want to (1) hold two conferences simultaneously; (2) have students bring a paper copy of their texts to the conference; (3) foster interaction between students during the conference; (4) ensure that students are familiar enough with their work that they can easily find the passages they wish to discuss; (5) encourage the multiple version approach; (6) allow extra time for computer conferences; (7) take time to discuss the student's writing process; (8) hold the conferences later in the semester; (9) allow the student to manipulate the program, however well or poorly; and (10) ignore the noise in the computer lab. (HTH)

ED 258 241 CS 209 030

Wright, Donald K.
Measuring Moral Values in Public Relations.
PUB DATE- 5 Aug 85
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Behavioral Science Research; Beliefs; *Ethics; Higher Education; *Media Research; *Moral Values; *Public Relations; Social Responsibility

A study was conducted to examine the ethical and moral values of public relations personnel. Subjects were 105 American public relations practitioners, 104 Canadian practitioners, and 215 public relations students. Subjects completed an instrument based on P. Crissman's scale of moral value judgments, which contained 50 items scored on a five-point scale with responses ranging from "always right" to "always wrong." The results indicated six factors that clearly have significant impact upon moral values of public relations persons in the United States and Canada: socioeconomic morality, religious morality, basic morality, puritanical morality, basic social responsibility morality, and financial morality. (HTH)

ED 258 273 CS 209 095

Mendenhall, Terry; Murphy, J. William
Resumes: The Quest for Excellence.
PUB DATE- Apr 84
NOTE- 11p.; In: Professional Communication in the Modern World: Proceedings of the Southeast Convention of the American Business Communication Association (31st, Hammond, LA, April 5-7, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Credentials; Employment Qualifications; *Job Application; Job Search Methods; *Occupational Surveys; *Resumes (Personal)

A study was conducted to identify characteristics considered important by personnel directors when reviewing resumes. Findings were obtained from questionnaires completed by 166 respondents located throughout the Midwest. Results suggest that there are very definite opinions held by individuals whose function is frequently to review resumes. A short, neat, well-organized outline of work experience and qualifications is a necessity for obtaining interviews. An effective resume reflects a definite career objective and provides information about major qualifications and career goals. Although personal details may be helpful, no item was considered essential by a majority of respondents. Essential items concerning education are schools attended, dates attended, degrees awarded, major and minor fields of study, and grade-point average. Information on all full-time experience is considered essential and should include job title, place and dates of employment, and responsibilities. Employers are evenly divided concerning the listing of references. If references are included, three should be used, and information should include complete name, company name, address, and telephone number. The length of the resume should be restricted to two pages or even one page. (DF)

ED 258 304 CS 504 961

Rollman, Steven A.; Gabbard-Alley, Anne
Brief Contemplation as a Factor in the Accuracy of Perceptual
Judgments.
PUB DATE- 83
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Body Language; Communication (Thought Transfer);
*Communication Research; *Evaluative Thinking; Higher Education;
*Nonverbal Communication; *Perception; Visual Perception
IDENTIFIERS- *Contemplation

A study investigated the importance of brief contemplation as a factor in the accuracy of judgments about other people, based on their nonverbal appearance. The following questions were addressed: (1) Are observers who are given time to contemplate the significance of nonverbal cues more accurate in their perceptual judgments than observers who make immediate decisions? (2) Do males and females differ significantly in the accuracy of their perceptual judgments? and (3) Do the effects of exposure time seem to operate similarly for observers of both sexes? Two-hundred fifty-five undergraduate students were told that they were viewing the slides of persons engaged in nonverbal behaviors as part of a research project designed to learn more about how accurately people can judge nonverbal information. Results indicated that observers given time to briefly contemplate the significance of nonverbal cues were no more accurate in their perceptual judgments than observers who made immediate decisions. Male and female observers did not differ significantly in the accuracy of their perceptual judgments. No significant difference was found concerning interactions between sex and the effects of exposure time. (EL)

ED 258 319 EA 017 757

Increasing Personal and Organizational Effectiveness. Treatise No. 4: "Time Management Techniques."

New Mexico Research and Study Council, Albuquerque.

PUB DATE- 1 Jun 83

NOTE- 13p.; For related documents, see EA 017 754-759.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Administrators; Efficiency; Planning; Scheduling; *Time Management

The ways in which time is utilized can be enhanced through careful management. The time to be allocated to various activities and objectives should be planned on a weekly basis in light of consciously set priorities. Commonly used but rarely useful strategies for time management include working faster and working longer, both of which lead to errors and fatigue. A study of the way great leaders utilize time revealed that such leaders are systematic and effective planners and decision-makers who are able to delegate responsibilities. Administrators seeking to manage their time efficiently should conduct assessments of their own use of time and the common traps into which they fall. Maintaining good physical and psychological condition is essential. Failure to accomplish objectives may not be a result of poor use of time, but may indicate that too many activities were scheduled, that task requirements were not sufficiently analyzed, or that too much time is being consumed by the minor unplanned activities. (PGD)

ED 258 334 EA 017 823

Reshef, Shimon

John Dewey's Influence on Progressive Education in Israel during the Years 1915-1925.

PUB DATE- 85

NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Historical Materials (060) Reports - Research/Technical (143)

DESCRIPTORS- Educational History; Educational Philosophy; Educational Practices; Educational Principles; *Educational Theories; *Experimental Schools; Foreign Countries; Foundations of Education; Free Schools; Open Education; *Progressive Education

IDENTIFIERS- *Dewey (John); *Israel

This study reveals that John Dewey and his theory of education had an influence on the beginning of progressive education in Eretz Israel in the first and second decades of this century, even before it had influenced the kibbutz educational system--the communal way of life, and other schools in the Jewish labor movement in Israel. This influence occurred when a small group of educators, attracted to the atmosphere of the new education, wished to turn it into the educational system of the Jewish National Revival movement in Israel in the years 1915-1925. The members of this group established a number of "active schools" (the Hebrew term for progressive schools), formulated pedagogic principles that they considered suitable to the needs of an emerging society, and even joined forces with the labor movement. The bulk of this paper describes the philosophy, principles, and practices of the school in Har-Tuv (1915-1916) and the Active School (1921-1923). (Author/DCS)

ED 258 147 CS 008 056

Peryon, Charleen D., Ed.
Proceedings of the Annual Symposium on Reading Education (5th, Mangilao, Guam, January 5, 1985).
Guam Univ., Mangilao. Coll. of education.; International Reading Association. Guam Council.
PUB DATE- 5 Jan 85
NOTE- 140p.; A number of pages contain marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Assisted Instruction; Cultural Awareness; *Cultural Influences; Dyslexia; *Foreign Countries; Intelligence; Literacy; Parent Participation; *Reading Achievement; *Reading Instruction; Reading Material Selection; *Reading Skills; Self Concept; Self Esteem

The 11 papers presented in these proceedings focus on the general theme, "Factors Other Than Teaching That Influence Reading Achievement." The following topics are covered: (1) the relationship between culture and reading achievement, (2) the influence of language on reading, (3) levels of cultural knowledge and self-esteem of intermediate grade participants in a Philippine heritage curriculum, (4) effects of administrative leadership on reading achievement, (5) proximodistal direction in the selection of reading materials, (6) survival reading skills, (7) the relationship between intelligence and reading achievement, (8) aspects of self-concept as related to the reading process, (9) parents do make a difference, (10) the use and effectiveness of computers in reading instruction, and (11) identification of a dyslexic, with some contributing factors. (HOD)

ED 258 164 CS 008 076

The RIF Book of Ideas: Raising Funds. No. 2.

Smithsonian Institution, Washington, D. C. National Reading is Fun-damental Program.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 84
NOTE- 22p.
CONTRACT- 300-82-0267
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Education; *Fund Raising; Program Development; Reading Attitudes; *Reading Habits; Reading Interests; *Reading Programs; *Supplementary Reading Materials
IDENTIFIERS- *Reading Is Fundamental

Intended to help communities raise funds for Reading Is Fundamental (RIF) projects, this booklet lists ideas and examples, many volunteered and tested by RIF projects themselves. The first of the booklet's four sections offers suggestions for preparing for a fundraising effort. The next two sections contain ideas on the main avenues of fundraising--special events and direct appeal, while the last section profiles fundraising campaigns of six diverse RIF projects. (HTH)

ED 258 226 CS 209 011

Salsini, Paul
Conflict and Consensus in Zoned and Suburban Newspapers.
PUB DATE- Aug 85
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Information Services; Comparative Analysis; *Conflict; Content Analysis; Journalism; Local Issues; *Newspapers; *News Reporting; News Writing; *Suburbs
IDENTIFIERS- Milwaukee Journal; *Zone Sections

The zone sections of the Milwaukee "Journal" that go to the northeastern suburbs in Milwaukee County were compared with the community papers that originate in those suburbs in order to investigate the use of conflict and consensus news in zone sections. Hypotheses were constructed to test the validity of assumptions that there would be (1) more conflict news in the zone sections than in the suburban papers, (2) more consensus news in the suburban papers than in zone sections, (3) more conflict news on the front page of the zone sections than on the front page of the suburban papers, and (4) more "knowledge about" information in the zone sections than in the suburban papers. Among the findings were that zone sections used less conflict news and more consensus news than suburban papers, conflict news in suburban papers took up almost twice the space occupied by conflict news in zone sections, and zone sections provided analysis in addition to factual information for all of the conflict information they used. (HOD)

Gerhard, Mike; Loving, Jim
Effects of Network Commentary on Viewers' Reactions to 1984 Reagan Campaign Film.
PUB DATE- Aug 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; *Audience Analysis; Higher Education; *Mass Media Effects; News Reporting; *Persuasive Discourse; Politics; Propaganda; Public Opinion; *Television Research; *Television Viewing
IDENTIFIERS- Audience Research; *News Commentators; Presidential Campaigns; Reagan (Ronald)

A study was conducted to examine the effects of NBC television's critical commentary on a 12-minute 1984 Reagan campaign film on audience perceptions of gratifications received from the film. It was predicted that exposure to the critical NBC commentary would result in lower evaluations of the film's helpfulness (gratifications received), and that the commentators' critical remarks would lower evaluations of President Reagan. Subjects were 226 undergraduate communications students, divided into two groups. The experimental group viewed a video tape of the Reagan campaign film and the preceding 10 minutes of commentary during which three NBC newscasters presented their opinions and interpretations of the film. The control group viewed only the video tape of the Reagan film. After viewing the video tape, subjects in both groups were asked to complete a questionnaire. The results indicated that subjects who watched the critical commentary as well as the film responded more negatively than those who saw only the film regarding the perceived helpfulness of the film in learning about Reagan's qualifications, his stand on the issues, and what he would do if elected. The experimental subjects were also less likely to see the film as helpful in providing voting guidance. A majority of subjects in both groups agreed that the film, in general, was worth watching and disagreed with the statement that such films were a waste of time and money. (HTH)

Meiswinkel, Lauren B.
On Developing a Climate Conducive for Trust Building: Ethics Realization Teaching and the Small Group Process--Enabling Ethical Leadership Development.
PUB DATE- 84
NOTE- 17p.; Paper presented at the Meeting of the Speech Communication Association of Puerto Rico (San Juan, Puerto Rico, November 30-December 1, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Conflict Resolution; Credibility; Discussion (Teaching Technique); *Ethics; Higher Education; *Leadership Qualities; *Leadership Training; *Listening Skills; Models; Role Playing; Small Group Instruction; *Speech Communication; Student Attitudes; Teaching Methods; *Values Clarification
IDENTIFIERS- Dewey Meiswinkel Discussion Schema

Students in an ethics class may have their beliefs, attitudes, and values clarified if they have an opportunity to experience leadership through a particular process called the Dewey/Meiswinkel schema. The link between trusting behavior and ethics teaching that must be shown is the relationship between one's understanding of trust as a concept and one's experience of trusting behavior through a variety of classroom experiences. For example, students can be members of a semester-long support group in which they will experience leadership, observe and support other designated leaders, and role play. To create a climate conducive for trust and ethical leadership development, each student should understand what is meant by leadership. Self-disclosure may help others understand one's potential leadership. Each student must be aware of at least three core listening behaviors and practice these every time the group is in session. In addition, each student, especially the leader, must understand how to manage conflict between task, maintenance, and even blocking roles. Finally, the structure of the ethics teaching experience must provide the models for teaching or achieving these conditions. Appendixes include the Dewey/Meiswinkel discussion schema, a values grid, and the Theory E leadership development model. (HOD)

ED 257 943 CE 041 438

Driver Education Curriculum Guide.
Frederick County Board of Education, Md.

PUB DATE- 85
NOTE- 204p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alcohol Education; Behavioral Objectives; *Classroom Techniques; *Course Content; Curriculum; *Driver Education; Drug Education; Equipment; *Experiential Learning; High Schools; Instructional Films; Learning Activities; *Teaching Methods; *Traffic Safety; Units of Study
IDENTIFIERS- *Maryland (Frederick County)

Developed for use in high school driver education programs in Frederick County, Maryland, this curriculum guide contains five units for classroom instruction, along with a unit for range driving instruction and one for road driving experience. The five classroom units cover the following topics: preparing to drive, driving skills, the effects of alcohol and drugs on driving, driver responsibilities, and the driver as a consumer. Each unit consists of goals, lesson objectives keyed to lesson content, suggested activities and resources, and equipment needed. The curriculum guide also contains information for the instructor and extensive appendixes. Appendixes provide information on using movies in the driver education classroom and a list of appropriate films, guides for writing test items, excerpts from Maryland law, forms and checklists used in the driver education program, information on the effects of alcohol and drugs on driving, insurance information, and regulations concerning the use of driver education vehicles. (KC)

ED 257 970 CE 041 621

Sewall, Timothy J.

UWC-Baraboo/Sauk County Adult Student Survey. Report.

Wisconsin Univ., Green Bay. Assessment Center.
PUB DATE- Jul 84
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adults; *Adult Students; College Programs; Community Colleges; Educational Attitudes; Educational Needs; Participant Characteristics; *Participant Satisfaction; Program Improvement; *Student Attitudes; *Student Characteristics; *Student Educational Objectives; Student Needs; Two Year Colleges
IDENTIFIERS- *University of Wisconsin Center Baraboo Sauk County

Adult college students and nonstudents were surveyed to determine their preferences for class schedules, course offerings, and special services. A questionnaire was sent to 151 adult students (22 years of age or older), with 112 usable questionnaires returned. These students provided the names of nonstudent cohorts who were also sent the questionnaires, with 31 usable questionnaires returned. Some of the major findings of the survey were as follows: (1) about three-fourths of the students were between 22 and 34 years old, about two-thirds were married, and about half were employed; (2) the most frequently mentioned factors influencing the adult students' return to school were a realization that a degree was necessary, receiving encouragement, job dissatisfaction, and children entering school; (3) reasons for delay in entering college included family responsibility, lack of desire, lack of funds, and job responsibility; (4) about one-third of the students were interested in services such as a place to study and an adult student support group, while about 12 percent were interested in child day care; (5) the most preferred class schedule met twice a week on Monday and Tuesday in the morning; (6) the nonstudents were more likely to be married and more likely to be employed; (7) many of the nonstudents were interested in receiving a degree; and (8) a majority of the nonstudents cited cost as the most important reason for not attending college at the present time, although 66 percent of the group intend to enroll within two years. (KC)

ED 257 993 CE 041 658

Connell, Janie B.
Develop a Work Experience Program. Module CG C-7 of Category C--Implementing. Competency-Based Career Guidance Modules.
American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- ISBN-0-934425-19-1
PUB DATE- 85
NOTE- 50p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.
AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Career Education; *Career Guidance; Community Support; *Competency Based Education; Counselor Evaluation; *Counselor Training; *Guidance Personnel; Guidance Programs; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; Postsecondary Education; *Program Development; *Work Experience Programs

This module, one in a series of competency-based guidance program training packages, focuses on specific professional and paraprofessional competencies of guidance personnel. Modules in Category C suggest how to conduct, accomplish, or carry out selected career guidance program activities. The purpose of this module is to help career guidance personnel acquire the skill and knowledge to help individuals gain work experience. It begins with a section that presents the module goal and a listing of the five competency statements. An introduction gives an overview of the purpose and content of the module. The next section presents a reading (cognitive information) on each one of the competencies. Learning experiences related to the needed competencies follow. One learning experience exists for each competency (or cluster of competencies), and each may stand on its own. Each learning experience consists of an individual activity, individual feedback, and group activity. An evaluation section contains a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. A final section lists all references and provides annotations of related major resources. (YLB)

ED 258 016 CE 041 685

Peterson, Michael; And Others

Work Samples and Visually Impaired Persons: A State-of-the-Art Review and Resource Manual.

Mississippi State Univ., Mississippi State. Rehabilitation Research and Training Center on Blindness and Low Vision.

SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- 84
NOTE- 229p.
GRANT- G008103981
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Blindness; Disabilities; Employment Opportunities; *Guidelines; *Job Analysis; Postsecondary Education; Resources; *Visual Impairments; *Vocational Evaluation; *Vocational Rehabilitation; *Work Sample Tests

This manual reviews the use of work samples in the vocational assessment of blind and visually impaired persons and suggests improvements in their use. The information in the manual was gathered through a literature review, a national survey of vocational evaluators in rehabilitation facilities and schools for the blind, and ideas developed by the principal author while teaching vocational evaluation courses. The first chapter contains a summary of literature describing some of the fields in which persons with visual impairments are employed and a discussion of the implications for work sample use. The second chapter presents an overview of job and training analysis methodologies as they relate to visually impaired persons, while the ways work samples may be employed in a vocational assessment process are reviewed in Chapter 3. In Chapter 4, major approaches to vocational assessment and the use of work samples with visually impaired persons are described; the following chapter lists techniques for selecting and administering work samples. Chapter 6 defines work samples, describes different types, and offers guidelines for their use. Chapter 7 contains information concerning locally developed work samples used in the vocational evaluation of visually impaired persons, while the following chapter provides similar information concerning commercial work sample systems. The final chapter summarizes the state-of-the-art in the use of work samples in the vocational evaluation of visually impaired persons and presents recommendations for the future development and use of work samples. (KC)

ED 258 047 CE 041 792

Automotive Cooling and Lubricating Systems.

Marine Corps Inst., Washington, DC.
REPORT NO.- MCI-35.13a
PUB DATE- 1 Oct 84
NOTE- 89p.; For related documents, see [illegible]
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Auto Mechanics; Behavioral Objectives; Continuing Education; *Correspondence Study; Course Content; Engines; Independent Study; Learning Activities; Lubricants; Mechanics (Process); Military Training; *Motor Vehicles; Programed Instructional Materials; Study Guides
IDENTIFIERS- *Automotive Cooling Systems; *Lubrication Systems

This correspondence course, originally developed for the Marine Corps, is designed to provide new mechanics with a source of study materials to assist them in becoming more proficient in their jobs. The course contains four study units covering automotive cooling system maintenance, cooling system repair, lubricating systems, and lubrication system repair. Each study unit begins with a general objective, which is a statement of what the student should learn from the study unit. The study units are divided into numbered work units, each presenting one or more specific objectives, and illustrated unit texts. At the end of the unit text are study questions with answers. (KC)

ED 258 062 CG 018 264

Weishaus, Sylvia; Field, Dorothy
Half Century of Marriage: Continuity or Change?
SPONS. AGENCY- National Inst. on Aging (DHHS/NIH), Bethesda, MD.
PUB DATE- Oct 84
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council on Family Relations (San Francisco, CA, October 16-20, 1984). For related research, see ED 240 447 and CG 018 265.
GRANT- NIA-AG-MH-04041
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; *Aging (Individuals); Family Characteristics; Interpersonal Relationship; Longitudinal Studies; *Marital Satisfaction; *Marriage; Spouses
IDENTIFIERS- Berkeley Older Generation Study; *Long Term Marriages

Current research focusing on long-term marriages have assessed marriages at one time period only. To sort out age and stage differences from cohort effects, a longitudinal case study analysis was undertaken with the 17 surviving couples of the Berkeley Older Generation Study, a group that has been interviewed in young adulthood (1929-30), in middle age (1945-47), in young-old age (1968-69), and in old-old age (1982-83). In order to trace the course of marital satisfaction and to identify factors affecting this course, socioeconomic status, health, availability of children, distribution of power, decision-making and conflict resolution styles, and affective components from the early years of marriage to the final years were examined. Seven marriages were classified as intrinsic, six as conflicted, three as passive-congenial, and one as hostile-accommodating. All of the marriages were evolving and developing, changing with life stage, circumstances, and time. For men, the number of things done together, the importance of sex, and thoughts of divorce were correlated with marital satisfaction. For women, factors important to marital satisfaction varied considerably from one time period to another (child-related variables, work, education, personality, life satisfaction). By old-old age marital satisfaction for men and women was highly related to the number of disagreements. (NRB)

ED 258 090 CG 018 292

Yager, Geoffrey G.

The Effects of Level of Simulation upon Observers' Ratings of a Counselor in a Role-Played Interaction.

PUB DATE- Apr 85
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Effectiveness; *Counselor Evaluation; *Counselor Training; Graduate Students; Higher Education; Observation; Role Models; *Role Playing; Sex Differences; *Simulation; *Videotape Recordings
IDENTIFIERS- *Vicarious Participation

Since the vicarious participation analogue is frequently used to provide modeling of appropriate counselor skills to beginning counselor trainees, this model and its various forms are of particular relevance to counselor training. An investigation was designed to examine the effects of the level of the simulation of a counseling session upon volunteer subjects' evaluations of a role-played counselor. Female counseling students (N=44) were randomly assigned to rate: (1) a videotaped counselor making interchangeable empathy responses to a client; (2) a videotaped counselor who made the same responses while the subject read a transcript of the clients' responses; (3) a live counselor making the identical responses while the subject read the client statements; or (4) the counselor from responses on a written transcript with no videotape observation or role-playing on the part of the subject. A second sample of 22 male counseling students were randomly assigned to conditions 1 and 4. The measures completed by subjects included the Counselor Rating Form, two scales from the Barrett-Lennard Relationship Inventory, a measure assessing the counselor's ability to help the client to explore her concerns, and a measure of overall counselor effectiveness. Multivariate analysis of variance of the data indicated no significant differences in ratings of counselor effectiveness for either level of simulation or sex of subject. (Author/NRB)

ED 258 104 CG 018 307

Ziefert, Marjorie
Adolescent Abuse and Neglect: Prevention and Intervention. Continuing Education Manual.
Eastern Mighican Univ., Ypsilanti. Dept. of Social Work.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 82
NOTE- 160p.; For related document, see CG 018 306.
GRANT- TE-MI-0181
AVAILABLE FROM- Eastern Michigan University, Department of Social Work, 421 King Hall, Ypsilanti, MI 48197 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; *Child Abuse; *Child Neglect; Children; Clinical Diagnosis; Continuing Education; Family Violence; Independent Study; Instructional Materials; *Intervention; Parent Child Relationship; *Prevention; Resource Materials; Sexual Abuse; *Social Workers; Workshops

This self-study manual, for use by individuals or groups, was developed as a resource for social work practitioners and focuses on the assessment, intervention, and prevention of adolescent abuse and neglect. The introduction presents the philosophy of continuing education on which the manual is based, an overview of the manual, and an article on child abuse and neglect. Section II outlines suggested formats (3-hour workshop, 2-day workshop, and a course outline) for presenting the material to groups. Section III presents a series of exercises in experiential learning which are aimed at increasing participants' awareness of their own adolescent values, attitudes, and feelings and how these influence their work with adolescent clients. The final three sections deal with definig and identifying adolescent abuse and neglect, assessment (focusing on diagnosing family malfunctioning), and intervention, with practical suggestions for working with maltreated adolescents and their families. Each of these sections provides an overview of essential information and a compilation of resource material. The manual concludes with a bibliography, addresses of media distributors, and a list of additional resources. (KGB)

ED 258 118 CG 018 321

Teenage Suicide. Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, Ninety-Eighth Congress, Second Session on Oversight on the Factors That May Lead to Teenage Suicide, and What May Be Done to Prevent That Tragedy (October 3, 1984).

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- Senate-Hrg-98-1262
PUB DATE- 85
NOTE- 83p.; Portions of the document contain small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; Behavior Change; *Federal Aid; *Government Role; Hearings; *Prevention; School Role; State Legislation; *Suicide
IDENTIFIERS- Congress 98th

This document contains transcripts of witness testimony and prepared statements from the Congressional hearing called to examine the issue of teenage suicide. Testimony is focused on the factors that may lead to teenage suicide, what might be done to prevent these deaths, what the federal government is currently doing in this area, and what action the federal government might take to expand its activities. Witnesses include the parents of a teenage boy who committed suicide, and a mother and her teenage daughter who attempted to commit suicide. Factors leading to this suicide and attempted suicide are discussed and personal experiences are related. Other witnesses include the criminal district attorney for Collin County, Texas, where 11 teenage suicides occurred in 2 years. The president of the American Association of Suicidology, and the coordinator for School Social Work Services in Fairfax, Virginia who describes the Adolescent Suicidal Prevention Program in that county, also testified. Included in the appendix are a letter from Andrew C. Teter to the subcommittee; the article "Adolescent Suicide and the Classroom Teacher" (McKenry, Tishler, and Christman) from the Journal of School Health, March, 1980; the California Senate Bill No. 947-Schools: Youth Suicide Prevention School Programs; and the article "Suicide in Adolescence: Prevention and Treatment" by Norman L. Faberow in "The Adolescent Mood and Disturbance", Golombek and Garfinkel, International Universities Press, 1983. (NRB)

ED 258 133 CS 007 629

MacGeorge, Nancy

The Effects of Word Imagery on the Retention of Sight Vocabulary: An Investigation in Grade One.

PUB DATE- May 84
NOTE- 32p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Beginning Reading; Child Language; Grade 1; *Imagery; *Language Acquisition; Primary Education; Reading Instruction; *Reading Research; *Retention (Psychology); *Sight Vocabulary; Urban Education; *Word Recognition

A study was conducted to determine the effects of word imagery on the retention of sight vocabulary. It was hypothesized that in an urban, low income area first grade class there would be no significant difference between the acquisition and retention rates of high imagery words and those of low imagery words. Using one group of high imagery words and another of low imagery words drawn from "Imagery Ratings of 1,000 Frequently Used Words" (van der Veur 1975), the instructor prepared flashcards and presented them to 20 children in 25-minute sessions three days a week. At the end of each session, the cards were shuffled and displayed. The instructor called a word and each child had a turn to point to the correct word and name it. Posttesting was conducted two days and six weeks after the final session. Results showed that there was a significant difference in the acquisition and retention rates of high imagery words and those of low imagery words, with high imagery words recalled and retained at a significantly better rate than low imagery ones. The findings negated the hypothesis. (The list of words used is appended.) (FL)

ED 258 165 CS 008 080

Winograd, Peter; Newell, George
The Effects of Topic Familiarity on Good and Poor Readers' Sensitivity to What Is Important in Text. Technical Report No. 337.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 30p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aptitude; Adults; *Cognitive Ability; Comparative Analysis; Elementary Secondary Education; Grade 8; Information Utilization; *Prior Learning; Reading Achievement; *Reading Comprehension; *Reading Processes; *Reading Research; *Schemata (Cognition)

A study was conducted to examine the influence of topic familiarity on good and poor readers' ability to identify and use important information in expository texts. Subjects were 56 eighth grade students and 37 adults. After indicating their familiarity with the topics of eight experimental passages using J. P. Guilford's method of paired comparisons, subjects read, summarized, and rated the importance of each passage. The resulting data were used to compute four dependent measures, each of which assessed a different dimension of students' sensitivity to importance: (1) agreement with adult ratings of importance, (2) agreement with peer ratings of importance, (3) agreement with adult summaries, and (4) agreement with peer summaries. The analyses revealed that good readers were significantly more in agreement with adults' ratings of importance and adult summaries than were poor readers. Good and poor readers did not differ in terms of peer group consistency of importance ratings or in the summaries. The analyses also revealed that both good and poor readers became more sensitive to importance when they were dealing with more familiar passages than when they were dealing with less familiar ones. Adults' agreement over which elements to consider as important increased with topic familiarity as well. The findings support earlier studies indicating that the degree of topic specific knowledge has a powerful effect on reading comprehension. (HTH)

ED 258 180 CS 208 874

Shapiro, Nancy S.
Rhetorical Maturity and Perry's Model of Intellectual Development: A Study of College Students' Writing and Thinking.
PUB DATE- 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; *College Students; Higher Education; *Maturity (Individuals); Rhetoric; *Student Development; Writing Processes; *Writing Research; *Writing Skills
IDENTIFIERS- *Perry Developmental Scheme

A study was conducted to investigate the relationship between the intellectual maturity of college students and evidence of rhetorical maturity in their writing--specifically, why some students write better than others, since general language abilities cannot account for all the differences between good and poor writing. By focusing on college students, who presumably have the necessary preliminary tools to write, the differences in their rhetorical maturity with respect to writing competence and context could be examined. Seventy student essays were evaluated on three independent measures: W. G. Perry's scale of intellectual development, P. G. Diederich's scale of writing competence, and a measure of audience awareness based on the writer's constructed context. Results of the study suggest that aspects of intellectual development described by Perry's theory (critical thinking, questioning assumptions, and drawing conclusions) are significantly related to the quality of student writing. Results also indicate that levels of cognitive development among college students have a statistically significant relationship to both writing competence and constructed context. (Author/DF)

ED 258 210 CS 208 978

Beasley, Maurine H.

Women in Journalism Education: The Formative Period, 1908-1930.

PUB DATE- Aug 85
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985). Funding provided by the Gannett Foundation.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Environment; Educational History; *Employed Women; *Employment Opportunities; *Females; *Journalism Education; Professional Development; Professional Recognition; *Sex Bias; Sex Role; *Social Influences
IDENTIFIERS- Journalism History; *Women Journalists

Adopting the viewpoint of the women students involved, this paper examines the first two decades of academic journalism (1908-1930). Pointing out that women students were a sizeable element in journalism schools from their beginning in 1908, the paper calls attention to the fact that women and men students were prepared for quite different lives, with men trained to be influential reporters and editors and women to be society reporters or women's page editors, or to work only briefly in the field before marriage. The paper discusses the key question of the degree to which journalism education reinforced social stereotypes regarding the role of women or broadened oppportunities for them. It then suggests that the aspirations of women often were raised by their education, but their ability to make use of it was curtailed by prejudice against them, both within schools of journalism and in the employment market. The paper poses a final question: Are women students today, who constitute nearly two-thirds of all journalism students, also unable to make full use of their education because of social pressures restricting women's full participation in the field? (HOD)

ED 258 242 CS 209 033

Joshi, Anjali S.

The Influence of Speaker Dialect and Receiver Race on Source Credibility, Attitude Change and Recall.

PUB DATE- Aug 85
NOTE- 47p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Black Dialects; College Students; *Credibility; *Dialect Studies; Ethnicity; Higher Education; *Identification (Psychology); Interpersonal Communication; Journalism; *Language Research; Perception; *Recall (Psychology); Sociolinguistics; Student Attitudes

Working on the assumption that listeners would be more convinced and persuaded by a speaker with whom they could identify, a study asked black and white college students to evaluate a speaker with a black or white dialect, introducing them to an innovation in mathematics. Half of the black subjects were randomly assigned to listen to a black speaker; the other half were assigned to listen to a white speaker. The same procedure was followed for the white subjects. It was hypothesized that the speaker with a dialect similar to the recipient would be rated more credible than the dissimilar counterpart, and would produce more attitude change and information recall. The analysis revealed that none of the three hypotheses was supported. However, when the data were validated by selecting only those subjects who had correctly indicated ethnic similarity/dissimilarity with the speaker, it was found that the similar speaker was thought to be significantly more credible than a dissimilar speaker. The two hypotheses regarding attitude change and recall remained unsupported. (HOD)

Savage, Grant T.
Facilitating Consensual Labor-Management Decision Making.
PUB DATE- May 85
NOTE- 36p.; Paper presented at the Annual Meeting of the Eastern Communication Association (76th, Providence, RI, May 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arbitration; Communication (Thought Transfer); Communication Skills; *Decision Making; *Decision Making Skills; *Labor Relations; Organizational Communication; *Persuasive Discourse; Problem Solving; *Speech Communication
IDENTIFIERS- *Communicator Style

Facilitating consensual labor-management decision making may require interventions during, after, and before meetings. These interventions--including persuasion and mediation--may affect both the internal and the external processes of decision making. Communicative actions may help both the internal and the external decision making processes of a committee. To help the internal process, the facilitator should avoid multiple, simultaneous conversations, clarify frames of references, rephrase decision proposals and test for consensus, and clarify the positions of each party in dispute. The external process of decision making may be facilitated by adhering to the following directives: (1) identify the interests of different stakeholders, (2) explore differences and similarities among these interests, and (3) seek an overarching interest that harmonizes these multiple interests. (Appended are some descriptive frameworks and models for examining the process of facilitating.) (HOD)

ED 258 320 EA 017 758

Increasing Personal and Organizational Effectiveness. Treatise No. 5: "Maintaining Successful Communications."
New Mexico Research and Study Council, Albuquerque.
PUB DATE- 15 Jun 83
NOTE- 15p.; For related documents, see EA 017 754-759.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communication (Thought Transfer); Communication Problems; Communication Skills; Group Dynamics; Models; *Organizational Communication

Communication is an ongoing, dynamic process involving both transmitting and receiving verbal and nonverbal messages. To be fully functional, communication must include a feedback component that allows assessment of the effectiveness of the communication. Models of communication stress various relationships between senders and receivers, focusing on their attitudes, perceptions, and objectives. Other models address the factors affecting the ability of communicators to transmit meaning directly. The communication of a variety of information is vital to organizational success. Organizational communication systems have three components: the design of the formal communication subsystem, the organizational climate, and the interpersonal skills of those communicating. To understand an organization's communication fully, administrators must be aware of the needs, desires, and skills of the individuals making up the organization. Among the communciation skills individuals can develop are listening skills, listening behaviors, recognition of a listener's inability to assimilate additional information, skills in both small-group interaction management and public presentation, writing skills, and the ability to recognize indications that those receiving messages are not perceiving the intended meanings. (PGD)

ED 258 335 EA 017 824

Engelhardt, David F.
Let the Marketplace Decide the Viability of Independent Schools. Part of a Symposium on Government Financing for Private Schools: Pros and Cons.
PUB DATE- 2 Apr 85
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Categorical Aid; *Constitutional Law; Educational Vouchers; Elementary Secondary Education; *Federal Aid; Grants; *Institutional Autonomy; *Moral Values; *Private Schools; School Buses; *State Aid; Tax Credits; Tax Deductions; Tuition

Questioning the desirability of whether private schools should receive federal or state aid, the paper outlines how such aid can cause entanglement problems for private schools. In accepting governmental aid, private schools can lose their autonomy, including (1) the ability to select and dismiss students with autonomy, (2) the ability to advocate a set of moral beliefs, (3) operation under contractual law rather than constitutional law with employees, and (4) independence in operation and ideology. Six other areas of concern connected with possible problems in public funding of private schools are listed. The funding of nonpublic schools through traditional means such as nondeductible tuitions, tax deductible donations, limited categorical aid, competitive grants, textbook loans, and child care deductions is advocated. Letting the marketplace forces operate on private schools exerts pressure on the less fit schools to either improve or cease to exist. Governmental aid would encroach upon the reasons nonpublic schools exist and have thrived. A 25-item bibliography is provided with the report. (MD)

ED 257 957 CE 041 589

O'Brien, Roberta Luther, Comp.
Books for Adult New Readers. Second Revised Edition.
Project LEARN, Cleveland, Ohio.
PUB DATE- Sep 84
NOTE- 261p.
AVAILABLE FROM- Project LEARN, 2238 Euclid Avenue, Cleveland, OH 44115 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Reading Programs; Adults; Annotated Bibliographies; Basic Skills; *Beginning Reading; *Citations (References); *High Interest Low Vocabulary Books; High School Equivalency Programs; Literacy Education; *Reading Instruction; Reading Skills; Skill Development; Tutoring

This document is an annotated bibliography of recommended print materials for English-speaking adults reading at the seventh-grade level or below. (Sixty percent of the titles are at fifth-grade level or below.) More than 95 percent of the titles are paperbacks. The titles were selected for their broad appeal to the average adult new reader. Entries for materials recommended in the bibliography are arranged alphabetically by title within the following broad subject categories: (1) skills (reading and writing, mathematics); (2) knowledge (science, homemaking and consumerism; health, safety, and well-being; jobs; life in the United States; and other times, other places); (3) leisure reading (stories of today; mystery, suspense, and adventure; science fiction and stories of the supernatural; westerns, gothics, and historicals; the interesting, the unusual, and the unexplained; and biography); and (4) for the tutor (materials to aid in the teaching of reading to adults). For each entry, information is given on title, author, publisher, edition, date of publication or copyright, last numbered page of book, net price for single copy, ISBN number, series, print components of interest to libraries--such as workbooks or teacher's guides, comments, and reading level as determined by the Gunning Fog Index. Publishers' addresses and series, title, and subject indexes are provided. Appendixes to the bibliography include a core collection of books for new adult readers for a beginning library collection and a selected list of readings on adult literacy, library service to the adult new reader, and the selection of adult interest/low reading level materials. (KC)

ED 257 982   CE 041 647

Erpenbach, William; And Others
Influence Legislation. Module CG B-1 of Category B--Supporting.
Competency-Based Career Guidance Modules.
American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- ISBN-0-934425-07-8
PUB DATE- 85
NOTE- 305p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.
AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Guidance; Competence; Competency Based Education; Counselor Training; Evaluation Methods; *Guidance Programs; *Inservice Education; Learning Activities; Learning Modules; *Legislation; *Lobbying; Planning; Policy Formation; *Political Influences; Political Issues; Political Power; Postsecondary Education; Program Development; Program Improvement; Public Policy; Resources

This module is intended to help guidance personnel in a variety of educational and agency settings understand and use the provisions of existing state and Federal legislation, regulation, and other public policy in strengthening their role and function, and to influence pending legislation. The module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. Patterned after the Performance Based Teacher Education Modules developed at the National Center for Research in Vocational Education, the modules teach competencies for planning, supporting, implementing, operating, and evaluating guidance programs. The module follows a standard format that includes the following components: (1) an introduction that gives the user an overview of the purposes and content of the module; (2) a section that provides information about the module goal and a list of the competencies covered in the module; (3) a reading containing information on each of the competencies; (4) learning experiences consisting of an individual activity, individual feedback, and a group activity; (5) evaluation techniques that can be used to measure what workshop participants need prior to training and what they have accomplished through training; and (6) an annotated list of resources. Topics include analyzing laws and regulations, utilizing available legislation, preparing and/or influencing legislation, and other lobbying activities. Appendixes contain descriptions and an analysis matrix of selected Federal laws; a case study of guidance-related legislation; a legislative/political action performance contract; an exercise on bill writing; counseling and guidance program components; and samples of Federal laws, rules and regulations, hearing record, and application for assistance. (KC)

ED 258 031 CE 041 725

Powell, Theressa
Office Education Handbook.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 89p.
AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. 80-176-TG).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advisory Committees; *Cooperative Education; Cooperative Programs; *Delivery Systems; Guidelines; *Instructional Development; Learning Laboratories; *Office Occupations Education; Professional Associations; *Program Administration; Program Evaluation; Public Relations; Records (Forms); Secondary Education; Statewide Planning; Student Organizations; Teacher Certification; Teacher Qualifications; Teacher Role; *Teaching Methods; Technical Writing; Vocational Education Teachers
IDENTIFIERS- Texas

This handbook is designed to serve as a reference for office education instructors. Addressed in the individual sections of the guide are the following topics: design and delivery of office education, teacher qualifications and certification requirements, cooperative programs, preemployment laboratory programs, advisory committees, public relations, student and professional organizations, and Texas Education Agency reports. Appendixes to the guide include a list of office education codes, lists of the essential curriculum elements and related study assignments required for students preparing for various office occupations, and a sample cooperative training plan. (MN)

ED 258 076 CG 018 278

Karabenick, Stuart A.; LeBlanc, Daniel

Self-Verification of Ability through Biased Performance Memory.

PUB DATE- May 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (57th, Chicago, IL, May 2-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Cognitive Structures; College Students; Higher Education; *Memory; *Performance; Psychological Patterns; *Recall (Psychology); Self Concept; *Self Congruence

Evidence points to a pervasive tendency for persons to behave to maintain their existing cognitive structures. One strategy by which this self-verification is made more probable involves information processing. Through attention, encoding and retrieval, and the interpretation of events, persons process information so that self-confirmatory information tends to be over-represented. To investigate self-verification in a performance setting two studies examined the role of memory for performance outcomes in revisions of self-concept of ability. Self-estimates of ability were obtained from 151 undergraduates prior and subsequent to a controlled performance sequence and a measure of performance recall. The results indicated that performance memory bias (recall of success as compared to success indicated when performing) was related to post-performance ability estimates in both studies. A self-estimate of ability in several task-related skill areas was related to performance recall bias. Path analysis revealed a significant indirect path from pre-performance ability through recall bias to post-performance ability estimates. Ability estimates subsequent to performance were biased upward in direct proportion to pre-performance estimates by virtue of biased performance recall. The results support a tendency for information-processing to preserve existing cognitive structures. (Author/NRB)

ED 258 148 CS 008 057

Swan, Desmond, Ed.

Perspectives on Reading: A Symposium on the Theory and Teaching of Reading.

REPORT NO.- ISBN-0-907606-03-2

PUB DATE- 82

NOTE- 188p.; Selected papers from the Annual Conference of the Reading Association of Ireland (2nd, Dublin, Ireland).

AVAILABLE FROM- The Glendale Press, 18 Sharavogue, Glenageary Rd. Upr., Dun Laoghaire, Co. Dublin, Ireland (6.95 pounds).

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Literacy; *Reading Comprehension; Reading Improvement; *Reading Instruction; Reading Processes; Reading Research; Reading Skills; Reading Strategies; Reading Tests; *Remedial Reading

The articles included in this publication, while dealing with several aspects of reading, all share a common concern for the better understanding and improved teaching of reading. Articles include the following titles: "Reading in the Secondary School--Taught or Caught?" "Developing Reading Skills in the Post-infant Years," "A Remedial Programme Based on a Diagnostic Test for Irish Pupils," "The Fernald Technique in Remedial Reading," "Assessment of Teacher Competence in Reading Instruction," "Comprehending Comprehension: Classroom Implications," "On the Differential Transfer of Abilities to Reading," "Incidence and Correlates of Illiteracy in Irish Primary Schools," "An Experimental Investigation of the Psycholinguistic Model of the Reading Process," "A Study of Reading Errors Using Goodman's Miscue Analysis and Cloze Procedure," "Sentence Length and Sentence Complexity," "Testing Reading Tests," "Research on the Assessment of Pre-reading Skills--An American Perspective," "Aspects of Adult Literacy Teaching in Ireland," "Problems Encountered in the Education of Adult Illiterates in Third World Countries," "A Poet's View of Reading," "When the Theories and Practice Fail: the Search for the Beginning Reading Teacher in Revolutionary America," and "Developments in English Reading in the Irish National Schools, 1937-77." (EL)

ED 258 196 CS 208 948

Paraschos, Manny; Boice, Ermalee
Media Consumption and International News: A Case Study in News Exposure, Coverage Satisfaction and Knowledge.

PUB DATE- Aug 85
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Information Sources; Knowledge Level; Mass Media Effects; *Media Research; News Media; Newspapers; *News Reporting; *Television; Television Viewing; *World Affairs
IDENTIFIERS- *International News; *Media Use

A study was conducted to examine Americans' international news consumption. It was hypothesized that (1) television would be the preferred medium for international news; (2) the public would be satisfied with its preferred medium, although watchers more so than readers; (3) the majority of people who would claim that they know something about a particular international news item would actually know nothing about it; (4) knowledge of a particular foreign news item would have a stronger correlation with newspaper reading than television watching; and (5) the amount of exposure to international news (in either medium) would be significantly correlated with knowledge of news. Subjects were 278 American adults, telephoned randomly, who completed a questionnaire that focused on demographics, exposure to news, medium preference and satisfaction, and news item knowledge. The results supported all the hypotheses. The results raised the question of why newspaper readers knew significantly more about specific international news items when television was considered the most complete information communication medium and was preferred by the large majority of respondents. (HTH)

ED 258 274 CS 209 102

Abraham, Yohannan T.; Cunningham, William K.
Intercultural Communication Barriers and Management Education in Developing Nations: Problems and Prospects.
PUB DATE- Apr 84
NOTE- 12p.; In: Professional Communication in the Modern World: Proceedings of the Southeast Convention of the American Business Communication Association (31st, Hammond, LA, April 5-7, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Problems; *Cultural Awareness; Cultural Differences; Developing Nations; *Intercultural Communication; *Management Development; Program Content; Program Development; *Program Effectiveness; *Training Methods

Education and training of management personnel in developing nations have been patterned after the American system. Unfortunately, efforts at transplanting such knowledge has neglected the cultural nuances unique to the various nations, resulting in incomplete success. Intercultural communication barriers can be posed by such cultural features as language, religion, values and attitudes, politics and education. Certain common sense oriented, practical solutions can minimize such barriers:(1) textbooks and other printed materials used to transfer knowledge should be oriented to the client group; (2) audiovisual materials must also be appropriate to the host culture; (3) case studies should be assigned to participants to write, based on their own experiences or organizations; (4) role playing exercises can be used effectively in programs in Middle Eastern environments; (5) small group exercises and transactional analysis can be used effectively with Saudi managers; (6) native personnel should be used to gather information of a local nature; (7) instructors should encourage students to participate in class discussions; (8) instructors should receive social orientation with a "host family"; and (9) instructors should have some knowledge of the host country's language. (HTH)

ED 258 004 CE 041 670

Paradise, Louis V.
Develop Ethical and Legal Standards. Module CG C-19 of Category C--Implementing. Competency-Based Career Guidance Modules.
American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- ISBN-0-934425-31-0
PUB DATE- 85
NOTE- 56p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.
AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Counseling; *Career Guidance; Check Lists; *Codes of Ethics; Competency Based Education; Compliance (Legal); Counseling Objectives; Counseling Techniques; *Counselor Client Relationship; *Counselor Role; Counselor Training; Decision Making; *Ethics; Guidance Personnel; Inservice Education; Learning Activities; Learning Modules; *Legal Responsibility; Lesson Plans; Paraprofessional Personnel; Postsecondary Education; Questionnaires; School Counseling; Secondary Education; Self Evaluation (Individuals); Standards

This learning module, one in a series of competency-based guidance program training packages focusing upon professional and paraprofessional competencies of guidance personnel, deals with developing ethical and legal standards. Addressed in the module are the following topics: applying a code of ethics and ethical standards, adhering to legal standards, defining personal values and ethical standards, implementing ethical decision making, and dealing with individuals and institutions that are participating in unethical standards. The module consists of readings and learning experiences covering these five topics. Each learning experience contains some or all of the following: an overview, a competency statement, a learning objective, one or more individual learning activities, an individual feedback exercise, one or more group activities, and a facilitator's outline for use in directing the group activities. Concluding the module are a participant self-assessment questionnaire, a trainer's assessment questionnaire, a checklist of performance indicators, a list of references, and an annotated list of suggested additional resources. The ethical standards of the American Association for Counseling and Development are appended to the module. (MN)

ED 258 048 CE 041 793

Automotive Brake Systems.
Marine Corps Inst., Washington, DC.
REPORT NO.- MCI-35.15a
PUB DATE- 84
NOTE- 79p.; For related documents, see CE 041 790-796.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Auto Mechanics; Behavioral Objectives; Continuing Education; *Correspondence Study; Course Content; Engines; Independent Study; Learning Activities; *Mechanics (Process); Military Training; *Motor Vehicles; Programed Instructional Materials; Study Guides
IDENTIFIERS- *Brakes (Automotive)

This correspondence course, orginally developed for the Marine Corps, is designed to provide mechanics with an understanding of the basic operations of automotive brake systems on military vehicles. The course contains four study units covering hydraulic brakes, air brakes, power brakes, and auxiliary brake systems. A troubleshooting guide for hydraulic and air brake systems along with a guide to bleeding hydraulic brake systems are included as appendixes. Each study unit begins with a general objective, which is a statement of what the student should learn from the study unit. The study units are divided into numbered work units, each presenting one or more specific objectives, and illustrated unit texts. At the end of the unit texts are study questions with answers. A review lesson completes the course. (KC)

ED 258 181 CS 208 877

Coble, Joyce
Using Both Sides of the Brain in Teaching.
PUB DATE- 83
NOTE- 28p.; Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Processes; Concept Formation; Elementary Secondary Education; English Instruction; Learning Processes; *Learning Strategies; Memorization; *Neurological Organization; *Recall (Psychology)
IDENTIFIERS- *Brain Hemispheres; *Clustering

Through the years teachers have developed a systematic approach to teaching logic, order, and structure. This approach has put to use the capabilities of only the left side of the brain, neglecting the right-brain activities of visual literacy and visual clustering. To help students organize information efficiently, teachers should provide activities, such as clustering, that allow their students to use both sides of their brain. To teach how to cluster information, a teacher should draw a circle in the center of the chalkboard, and then print, in capital letters, the main idea of a book or short story the students are currently reading in the circle, with the other ideas that relate to the main idea on lines branching out from the circle. The advantages of using the circle and lines are that (1) the key concept is more clearly defined, (2) more important ideas will be close to the center, (3) the connection between the key concept and related ideas will be clearer, (4) this structure allows for adding new information easily, and (5) review and recall should be more effective and rapid. Therefore, by using clustering, the student can process information through both the analytic left side of the brain and the creative right side of the brain. The result is that the student has a greater likelihood of recalling the information. (EL)

ED 258 211 CS 208 979

K-8 Writing Skills Curriculum.

Skokie School District 68, Ill.

PUB DATE- Oct 82
NOTE- 51p.; Developed by the Staff of Skokie, Illinois School District #68.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Curriculum Guides; Editing; Elementary Education; Expository Writing; Persuasive Discourse; Punctuation; Sentence Structure; Speech Skills; Teaching Methods; Writing (Composition); *Writing Instruction; *Writing Skills

In this K-8 writing skills curriculum, developed in Skokie (Illinois), the objectives are presented in a "mastery" format so that student achievement can be assessed. The document begins with a statement of philosophy, and guidelines for teachers to use in implementing the program, and then describes the curriculum format, which focuses on the concepts of introducing, emphasizing, mastering, and reinforcing a skill. Lists of objectives accompany the charts for each of the skills: sentence and paragraphing skills, letter writing skills, oral message skills, descriptive skills, narrative skills, explanatory skills, persuasive skills, and editing and proofreading skills. Each objective is then listed separately, followed by a "writing prompt" or exercise and scoring criteria. The writing prompts in the document are to be used by the teacher as tests following instruction. (EL)

ED 258 227 CS 209 012

Ramaprasad, Jyotika; Riffe, Daniel

The "New York Times" and Foreign Policy: Press Coverage and U.S.-India Relations, 1973-1980.

PUB DATE- Aug 85

NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attitudes; Content Analysis; Foreign Countries; *Foreign Policy; International Relations; *Media Research; *Newspapers; *News Reporting; *Press Opinion

IDENTIFIERS- India; *Media Role; *New York Times

A study was conducted to determine whether the "New York Times" news coverage given India between 1973 and 1980 was consistent with trends in United States foreign policy toward India during those years. The period under study was characterized by four alternating periods of tense and relaxed relations between India and the United States. All items on India from 672 issues were coded in terms of slant or tone, topic, and prominence. The results indicated that changes in length and prominence scores of items on India over the four foreign policy periods were not significant and did not parallel U.S. foreign policy toward India during that time. However, the data exhibited a pattern that sets the first four years (roughly corresponding to the relatively troublesome first three periods) apart from the last four years. In the last four years the percentage of unfavorable coverage decreased, the percentage of neutral coverage increased, the mean length and prominence of all items increased (greater attention was being paid India), and the mean length of favorably slanted items tended to be higher. And, with the unanticipated exception of unfavorably slanted items, all mean lengths indicated a shift consistent with expectations. The study defined the last four years of the period as the only period of improved relations since the 1971 low point. (HTH)

ED 258 243 CS 209 035

Ghorpade, Shailendra
Political Spots: Setting the Agenda for Voter Decisions.
PUB DATE- Aug 85
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Elections; *Legislators; *News Reporting; Public Opinion; Television; *Television Commercials; Television Research; *Voting
IDENTIFIERS- *Agenda Setting; North Carolina; *Political Advertising; Political Campaigns

The 1984 campaign between Republican Jesse Helms and Democrat Jim Hunt of North Carolina was one of the most expensive campaigns in history. The Helms campaign spent an estimated $15.6 million and Hunt is believed to have raised $9.8 million. Both sides relied heavily on television advertising. A study was conducted to measure the link between television advertising and its influence on voter decision. Data for this study were gathered by content analyses of television commercials and television news and through a statewide survey of 796 adult respondents. More than seven of ten voters reported that their decisions were primarily influenced by an overall image of the candidate rather than by specific issues. The findings indicate that, in the North Carolina 1984 senatorial campaign that incumbant Jesse Helms did win, commercials were more effective than television news in influencing or reinforcing issue and image agendas for voters. The public agenda more accurately reflected the salience of issues "learned" from advertising campaigns than they did the salience-set of television news. Further research needs to be conducted in this area to replicate these findings and demonstrate the agenda-setting function of advertising outside the political context. (DF)

ED 258 259 CS 209 063

Cline, Carolyn Garrett
The Tip of the Iceberg: Bibliographic Essay on Measurement and Evaluation in Public Relations, 1974-1984.
PUB DATE- Aug 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Business Communication; Information Needs; *Literature Reviews; *Measurement; Measurement Objectives; *Organizational Communication; *Public Relations

A bibliographic research project was conducted to identify the major articles published from 1974 to 1984 on measurement and evaluation in public relations, business, and organizational communication. The major findings of the project were as follows: (1) Some kind of evaluation and measurement is needed; (2) There is no concensus about the type of methodology that might be most effective; (3) Most research consisted of either feedback considered as evaluation, surveys to see what research is being done, limited attitude or opinion surveys, one-shot experimental studies, readership and readability formulae, or a program evaluation that counted column inches or television time; and (4) There is a pervasive desire to reinvent the wheel. Methods for the instructor to use in overcoming some of the limitations imposed by the restricted standing of measurement and evaluation include seeking out agencies and competitive corporations using high-level, quality research, and being aware of evaluation methodologies used in collateral disciplines, with consideration of a centralized method for distributing bibliographies of such disciplines. (EL)

ED 258 290 CS 504 937

Seibert, Joy Hart
Work Relationships and Relational Stories.
PUB DATE- Apr 85
NOTE- 33p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Winston-Salem, NC, April 11-14, 1985).
LANGUAGE- English
EDRS Price - MF01 PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Content Analysis; Group Dynamics; *Interpersonal Communication; Interpersonal Relationship; Organizational Climate; *Organizational Communication; Social Behavior; Speech Communication; *Story Telling; *Work Environment
IDENTIFIERS- *Story Themes

Since very little investigation has been made of stories told in organizations, a pilot study was designed to examine story types, values, and recurring themes in stories of a regional planning agency employing 21 staff members. In order to collect stories, tape recorded interviews were conducted with each staff member. Open-ended questions designed to elicit stories were used in these interviews. After stories were identified, they were subjected to content analysis. Study results showed that members told more relational than task stories, suggesting that members interpreted and assigned meanings to their work world through their relationships with other members. In addition, the stories reflected several common themes reflecting organizational concerns such as equality, security, and control. However, a number of concerns unique to the organization also emerged through common story themes. These centered on specific persons, relationships, and practices related to the agency. The findings support the notion that story telling does occur in conversations with organizational members and that common themes recur in these stories. (HOD)

ED 257 944 CE 041 497

Coffey, James L.; And Others
Project BASICS. Building Attitudes and Skills for Improved Career Success.
Education Service Center Region 15, San Angelo, TX.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 83
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Education; Career Planning; Citations (References); Daily Living Skills; Decision Making Skills; Employment Interviews; *Employment Potential; Exceptional Persons; High Schools; *Job Application; *Job Search Methods; *Job Skills; Learning Activities; Limited English Speaking; Money Management; Nontraditional Occupations; Pretests Posttests; *Workshops
IDENTIFIERS- Texas

Developed by Project BASICS, this guide contains a basic training workshop that teachers in high schools could use to teach students job-seeking skills. The book contains learning activities that actively involve students. The activities are presented in a format in which the left side of the page contains the time length, rationale, materials, and instruction for the activity. The right side of the sheet contains narration useful to the workshop presenter. Each activity is prefaced with a rationale and is followed by a debriefing, which is intended to lend some of the atmosphere of the workplace to the activity. Revisions of activities and supplementary information are provided for several activities to include limited-English proficiency and special education students. The activities include the following: name tag exercise, where do I go for a job?, methods of job hunting, job skills identification, task-skill sheet, developing an experience brief, job applications, breaking tradition, decision making, personal/career decision making, vignettes of student job seekers, job interviews, and budgeting and finance. The guide also contains a pretest and a posttest, addenda providing information on banking, job applications and interviews, bus riding and map reading skills, and a directory of services. A bibliography is included in the booklet. (KC)

ED 257 971 CE 041 622

Golden, Bonnie J.
The Cottage Industry: Homebased Businesses for Older Adults. An Information Guidebook.
Pima Community Coll., Tucson, Ariz.
SPONS. AGENCY- Arizona State Board of Directors for Community Colleges, Phoenix.
PUB DATE- Dec 84
NOTE- 140p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Programs; Community Colleges; *Course Content; *Craft Workers; Educational Needs; Educational Resources; *Entrepreneurship; Handicrafts; *Older Adults; *Small Businesses; Two Year Colleges; Workshops
IDENTIFIERS- *Cottage Industry; *Home Based Employment

This guide was developed to provide information, stimulus, and ideas for facilitation of homebased business development for older adults. The guide is organized in four chapters. Chapter 1 examines the physical and intellectual factors affecting older workers and employment barriers facing older adults. In Chapter 2, "cottage industry" is defined and recent trends, as well as historical roots, are examined. Chapter 3 provides guidelines, overviews of studies on entrepreneurship, and actual exercises to assist the planner in counseling clients about a homebased business. The final chapter is a springboard of ideas that planners can use in facilitating cottage industry development at their own institutions. Four supplements to the guidebook provide the following information: (1) class outlines for a class or workshop series on homebased businesses; (2) profiles of 10 types of cottage industries an older person can begin; (3) a study of an elder craft workers' shop's start-up and success; and (4) other resources, such as books, journals, and magazine articles on homebased businesses. (KC)

ED 257 994 CE 041 659

Lankard, Bettina A.
Provide Employability Skill Development. Module CG C-8 of Category C--Implementing. Competency-Based Career Guidance Modules.
American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- ISBN-0-934425-20-5
PUB DATE- 85
NOTE- 76p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.
AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Career Education; *Career Guidance; *Competency Based Education; Counselor Evaluation; *Counselor Training; *Employment Potential; Followup Studies; Guidance Personnel; Guidance Programs; Individualized Instruction; *Job Skills; Learning Activities; Learning Modules; Postsecondary Education; Program Development; *Skill Development

This module, one in a series of competency-based guidance program training packages, focuses on specific professional and paraprofessional competencies of guidance personnel. Modules in Category C suggest how to conduct, accomplish, or carry out selected career guidance program activities. The purpose of this module is to help career guidance personnel acquire the knowledge and skills needed to develop and initiate a plan for helping clients to develop employability skills. It begins with a section that presents the module goal and a listing of the five competency statements. An introduction gives an overview of the purpose and content of the module. The next section presents a reading (cognitive information) on each one of the competencies. Learning experiences related to the needed competencies follow. One learning experience exists for each competency (or cluster of competencies), and each may stand on its own. Each learning experience consists of an individual activity, individual feedback, and group activity. An evaluation section contains a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. A final section lists all references and provides annotations of related major resources. Appendixes include abstracts of selected materials on employability skills and a section on group and individual counseling techniques. (YLB)

ED 258 032 CE 041 760

Engineer Equipment Mechanic.

Marine Corps Inst., Washington, DC.

REPORT NO.- MCI-13.41c
PUB DATE- 20 Nov 80
NOTE- 147p.; Photographs and figures may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Auto Mechanics; Behavioral Objectives; Continuing Education; *Correspondence Study; Course Descriptions; *Engines; *Equipment; Individualized Instruction; Learning Activities; Military Training; Operating Engineering; Study Guides; Trade and Industrial Education
IDENTIFIERS- *Heavy Equipment Mechanics

Developed as part of the Marine Corps Institute (MCI) correspondence training program, this course on engineer equipment mechanics is designed to advance the professional competence of privates through sergeants as equipment mechanics, Military Occupation Specialty 1341, and is adaptable for nonmilitary instruction. Introductory materials include specific information for MCI students and a study guide (guidelines to complete the course). The 13-hour course consists of four chapters or lessons. Each unit contains a text and a lesson sheet that details the study assignment is also provided. Topics covered in the lessons include test equipment, engine diagnosis and repair, diagnosis and repair of power train components, and diagnosing, troubleshooting, and repairing auxiliary equipment. (YLB)

ED 258 063 CG 018 265

Field, Dorothy; Weishaus, Sylvia
Marriages over Half a Century: A Longitudinal Study.
SPONS. AGENCY- National Inst. on Aging (DHHS/NIH), Bethesda, MD.
PUB DATE- Nov 84
NOTE- 14p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984). For related research, see ED 240 447 and CG 018 264.
GRANT- NIA-AG-MH-04041
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; *Aging (Individuals); Family Characteristics; Friendship; Health; Interpersonal Relationship; Longitudinal Studies; *Marital Satisfaction; *Marriage; *Older Adults; Sex Differences; Spouses
IDENTIFIERS- Berkeley Older Generation Study; *Long Term Marriages

Until recently marriages that endured 20 years or more have been considered long-term. And only in recent years have marriages of 50 or more years duration been plentiful enough to be studied. The course of marital satisfaction across the years was traced in the 17 surviving couples of the Berkeley Older Generation Study, a group that has been interviewed in young adulthood (1929-30), in middle age (1945-47), in young-old age (1968-69), and in old-old age (1982-83). An analysis of the transition between young-old and old-old revealed that the later years showed the greatest adjustment and satisfaction for most couples. The results indicated that husbands and wives viewed their marriages differently, with husbands being more satisfied and optimistic in their reports. Personal characteristics were found to be more significant in the success of marriages than socioeconomic factors or availability of children. Although women professed a stronger need for friendships, for both sexes, those high in marital satisfaction tended to have fewer outside activities. Health was found to affect marital quality only in that illness in one partner was constructive to the relationship, increasing the bond between husband and wife. (NRB)

ED 258 091 CG 018 293

Bailey, Bruce E.; And Others
Rural Community Psychology: Applications and Challenges.
PUB DATE- 18 Apr 85
NOTE- 17p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (31st, Austin, TX, April 18-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Mental Health Programs; Needs Assessment; *Prevention; *Program Development; Psychologists; *Relevance (Education); *Rural Population; Rural Urban Differences; Suicide
IDENTIFIERS- *Community Psychology; Parents Anonymous

Rural areas have fewer health services and are proportionally underrepresented in practicing mental health professionals. For community psychology to meet the needs of rural populations, new training approaches for community psychologists will need to be developed. New areas of prevention and intervention will require roles and functions different from those taught in traditional training programs. Training will need to take into account the unique socio-economic characteristics, epidemiology, ecology, and problems and politics of rural communitites. The rural psychologist must be able to develop programs based on assessment of local needs, understand and use political and legal processes (lobbying, grantwriting, legislative networks), develop volunteer programs specific to individual communities, and use educational programming aimed at prevention of local problems in many areas beyond the traditional, exclusive concern for the mentally ill. (The development of a Parents Anonymous group and a suicide research program are described which illustrate the rural community psychologist role outlined.) (MCF)

ED 258 105 CG 018 308

Stanley, Melinda A.; Maddux, James E.
Self-Efficacy Expectancy and Depression: An Investigation of Causal Relationships.
PUB DATE- Apr 85
NOTE- 23p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (31st, Austin, TX, April 18-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Change; *Depression (Psychology); *Expectation; Higher Education; Interpersonal Competence; Undergraduate Students
IDENTIFIERS- *Moods; *Self Efficacy

Research suggests that depression is associated with low self-efficacy expectancies and that enhancement of self-efficacy expectancies may be effective in the relief of depressive symptoms. To examine the causal relationships between self-efficacy expectancies for interpersonal skills and depressed mood, two independent experiments were conducted. In the first experiment, 30 female undergraduates were led to believe that a social interaction task they would later perform was either within (high self-efficacy) or beyond (low self-efficacy) their abilities. Subjects completed the Multiple Affect Adjective Checklist (MAACL) before and after the manipulation, the Beck Depression Inventory (BDI) to screen out depressed individuals, and a speed-writing task. The results showed that low self-efficacy expectancies produced greater depressed mood than high self-efficacy expectancies. In the second experiment, 30 different female undergraduates followed the same procedures as in experiment 1, with the addition of a procedure that induced a temporary depressed or elated mood. Results showed that a depressed mood produced lower self-efficacy expectancies than an elated mood. These findings indicate that under some conditions changes in judgments of one's ability to perform a behavior can lead to changes in the degree of depression. (KGB)

ED 258 119 CG 018 322

Whitley, Bernard E., Jr.

The Effect of Question Wording Style on Attributions for Success and Failure.

PUB DATE- May 85

NOTE- 6p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (57th, Chicago, IL, May 2-4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Achievement Need; *Attribution Theory; College Students; *Failure; Higher Education; Locus of Control; *Questioning Techniques; *Research Problems; *Success

Researchers in attribution theory have used two styles in wording attributional questions. The informational style asks subjects the extent to which they possess ability, effort and luck relative to a task, and task difficulty. The causal style asks subjects the extent to which various factors influenced or caused the outcome. A study was undertaken to assess the impact of question wording style on the attributions made for an achievement task. College students (N=39) played a video game which required them to use logic to deduce a randomly selected number. After playing, subjects made informational and causal attributions to ability, effort, task difficulty, and luck for their performance on the game, and rated their success at the game. The effect of question wording style on attributions was assessed by comparing the correlations of the two types of attributions with the success ratings. The results indicated that informational attributions to ability had a higher correlation with success than did causal attributions. Correlations of informational attributions with success were also significantly different from those of causal attributions for task difficulty and luck. Results from regressing the causal attributions on linear and quadratic components of the informational attributions indicated significant curvilinear relationships for all four attributional categories. These results suggest that causal and informational attributions are not equivalent. (NRB)

ED 258 134 CS 007 963

Tobias, Sigmund
Review, Other Macroprocesses, and Individual Differences.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Apr 85
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Critical Reading; *Individual Differences; Learning Strategies; Learning Theories; Questioning Techniques; *Reading Comprehension; *Reading Strategies; *Review (Reexamination); *Study Skills
IDENTIFIERS- *Macroprocesses

Two studies were conducted to clarify some problems in aptitude treatment interaction research, by concentrating on the macroprocesses in reading required by different instructional methods and the macroprocesses available to students. In the first experiment, three reading groups were used, the first receiving adjunct questions, the second also receiving feedback on the correctness of their answers to the adjunct questions, and the third reading the text without the adjunct questions. Results showed (1) that groups receiving questions scored higher on the posttest than the read-only group, (2) no differences between the adjunct question groups, (3) significant differences in the frequency of various macroprocessing option use, and (4) an "incredible" variability in students' choices of cognitive processing options. In the second study, two options--review of either an alternate or the main text--were prescribed when comprehension difficulty was evident. Four groups were involved: a read-only group, an adjunct question group, a group required to review the main text if question responses were incorrect, and a group required to review an alternate text in the same situation. Results showed that the significant differences among groups on the macroprocessing options used were attributable to the review option. (Tables of findings are included). (DF)

ED 258 166 CS 008 083

Weintraub, Sam; And Others
Summary of Investigations Relating to Reading, July 1, 1983 to June 30, 1984.
International Reading Association, Newark, Del.
PUB DATE- 85
NOTE- 357p.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714 (No. 966, $15.00 member, $23.00 nonmember). For information about the microfiche edition, contact the Alvina Treut Burrows Institute, Inc., P.O. Box 49, Manhasset, NY 11030.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Books (010) Reference Materials - Bibliographies (131)
DESCRIPTORS- Cognitive Processes; Elementary Secondary Education; Higher Education; Reading Comprehension; *Reading Difficulties; *Reading Instruction; *Reading Processes; *Reading Research; Reading Strategies; Remedial Reading; *Research Methodology; Research Projects; *Teacher Education

Intended to help professionals remain knowledgeable about current research in reading and to serve as a relatively accessible bibliographic source of research on a specific topic, this annual report summarizes approximately 1,150 reports of reading research identified between July 1, 1983, and June 30, 1984. The summaries are arranged into six major categories. The first category lists other general bibliographies offering summaries of reading research. The second category presents summaries of studies concerned with teacher preparation and practice, while the third category contains summaries of reports dealing with the sociology of reading. The majority of reports appear in the fourth category, which deals with the physiology and psychology of reading. The fifth and sixth categories cover reports on the teaching of reading, and the reading of atypical learners. Concluding the document are a list of journals monitored for the summary (approximately 400) and an author index. (HTH)

ED 258 197 CS 208 949

Fedler, Fred; And Others

Exit Polls Reveal More about Voters' Use of Endorsements.

PUB DATE- Aug 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Elections; Interviews; Media Research; *Newspapers; *Politics; *Public Opinion; Surveys; *Voting
IDENTIFIERS- *Political Endorsements; *Presidential Campaigns

A study was conducted to learn more about voters' use and perception of endorsements in the 1984 presidential election. Six interviewers were trained and then assigned to a random sample of precincts in Orlando, Florida, on the day of the 1984 presidential election. Each interviewer stopped every third voter and asked those willing to cooperate 12 questions. The interviewers approached 562 voters and completed 426 interviews. The results showed that (1) candidates endorsed by the local daily newspaper are more likely to win their elections than are their unendorsed opponents, (2) endorsed candidates receive more votes than unendorsed candidates from the same party, and (3) voters are more likely to support issues or referenda than candidates endorsed by their local daily newspaper. Three variables helped predict the number of endorsed candidates that respondents could remember: their sex, education, and frequency of newspaper reading. Endorsements seemed most likely to help voters who were male, middle aged, and frequent newspaper readers. A total of 24.3% respondents agreed that endorsements had helped them decide who to vote for. (DF)

ED 258 306 CS 504 963

Eadie, William F.

Rhetorical Force and the Study of Organizational Communication.

PUB DATE- Feb 85
NOTE- 26p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); Discourse Analysis; *Interaction; Language Patterns; *Organizational Communication; *Research Methodology; *Research Tools; *Rhetoric; *Speech Communication
IDENTIFIERS- *Rhetorical Force

Rhetorical force can be used to analyze interaction in organizational communication. In such an analysis, force is conceived of as being perceptual, arising out of interaction, aiding in understanding communication patterns, and increasing one's abilities both to anticipate actions and to plan or constrain one's actions. Rhetoric is a product of perceived choice; the more options for speaking or for understanding are available, the more individuals are motivated to engage in rhetorical action. If force is what underlies, or makes sense of, rhetorical action, then rhetorical force is grounded in what have been identified as the reasons for rhetorical action: the necessity for talk, resolution, invention, transformation, and change in identification. Rhetorical elements of force can be used to study the following characteristics of organizational communication: (1) productive and unproductive conflicts, (2) relational blockages, (3) standard operating procedures, (4) rhetorical situations, (5) transformations, (6) attempts at change in identification, and (7) self-reports of rhetorical force. (HOD)

ED 258 321 EA 017 759

Increasing Personal and Organizational Effectiveness. Treatise No. 6:
"Promoting the Organization."

New Mexico Research and Study Council, Albuquerque.

PUB DATE- 1 Jul 83
NOTE- 13p.; For related documents, see EA 017 754-758.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Role; Behavior Theories; Leadership;
*Motivation; Organizational Effectiveness; Performance

Understanding motivation is central to effective use of human resources. Cognitive and noncognitive theories have been developed to explain motivation. Cognitive theorists, including Maslow, argue that a person's behavior can be predicted when that person's internal needs, values, and feelings are understood. Noncognitive theorists consider conditioning a critical factor in behavior, citing externally provided rewards and punishments as primary motivating forces. No single theory incorporating all the variables in the workplace has been developed to explain behavior within organizations, though it is clear that the satisfaction of needs and the characteristics of reward systems, technologies, leadership styles, and job designs affect motivation in the workplace. Management attitudes toward human behavior often determine the nature of these organizational variables. The attitude that people are inherently opposed to work and must be controlled has been shown by research to foster management systems that are less effective than those based on the attitude that people seek responsibility and function best when left free to work toward their own objectives. Whatever attitude or theory is espoused, administrators who know and understand the organizational variables that affect motivation will have a greater range of effective management tools available. (PGD)

ED 258 336 EA 017 825

White, William D.
Initiating and Administering a Year-Round Program in Your Secondary School.
PUB DATE- 25 Jan 85
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council on Year Round Education (16th, Los Angeles, CA, January 23-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *Attendance; Developmental Continuity; *Educational Planning; Efficiency; Evaluation; Extracurricular Activities; Holidays; Inservice Teacher Education; Quarter System; School Community Relationship; School Districts; *School Schedules; Secondary Education; Vacation Programs; Vacations; *Year Round Schools
IDENTIFIERS- Jefferson County Schools CO

Year round school programs are more difficult to implement in secondary schools because of the nature of teaching and the seasonal organization of extracurricular activities in high schools. There is no one year round program that is desirable for all schools. When considering a year round program for the first time the following variables should be considered: (1) the number of attendance terms; (2) the number of vacation periods available in the calendar; (3) the number of holidays to observe; (4) the number of attendance tracks; and (5) the number of students released per vacation. A second set of factors to be considered are the stipulations placed upon the school calendar by the local school district. The year round program enacted by the Jefferson County (Colorado) system was a plan with six attendance terms (concept 6), offering each student two vacations during the year. Three year round school models (with a detailed analysis of the concept 6 plan) are presented from the study conducted by the Year Round School Study Committee of Jefferson County. The models are: (1) the four quarter year round high school schedule; (2) the five term year round high school schedule; and (3) the concept-6 year round program (six term year). An eight point list of "Do's and Dont's" to be considered when changing to year round high school schedules is also provided. (MD)

ED 257 958 CE 041 604

Implementation of the Emergency Veterans' Job Training Act of 1983. Hearing before the Subcommittee on Education, Training, and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Ninth Congress, First Session. Serial No. 99-2.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

PUB DATE- 14 Feb 85
NOTE- 97p.; Document contains small type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Education; Employment Problems; *Employment Programs; *Federal Legislation; Hearings; Incentives; Job Training; *On the Job Training; *Program Effectiveness; Program Evaluation; Unemployment; *Veterans; *Veterans Education
IDENTIFIERS- Congress 99th; *Emergency Veterans Job Training Act 1983

This congressional hearing evaluates at the grassroots level the administration and effectiveness of laws enacted by Congress to assist veterans in obtaining job training and employment. Particular emphasis is placed on the implementation of the Emergency Veterans' Job Training Act of 1983, Public Law 98-77. Testimony includes statements from a Representative in Congress and individuals representing the Disabled American Veterans; Miami Vet Center; Veterans' Employment and Training Service, Florida, U.S. Department of Labor; Veterans Administration Regional Office, St. Petersburg, Florida; Florida American Legion; Broward Employment and Training Administration; Vietnam Veterans of America; Ameriserv, Inc.; Florida Veterans of Foreign Wars of the United States; and Bureau of Placement, Division of Labor, Employment, and Training, Florida Department of Labor and Employment Security. (YLB)

ED 258 017 CE 041 686

Bagley, Martha; And Others
Career Development of Blind and Visually Impaired Persons. An Annotated Bibliography.
Mississippi State Univ., Mississippi State. Rehabilitation Research and Training Center on Blindness and Low Vision.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- Jan 83
NOTE- 253p.
GRANT- G008103981
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Attitude Change; *Blindness; Career Counseling; *Career Development; Change Strategies; Counselor Qualifications; Counselor Training; Educational Needs; Educational Strategies; Employment Potential; *Employment Services; Evaluation Criteria; Evaluation Methods; Interpersonal Competence; Job Training; Models; Negative Attitudes; Postsecondary Education; Resources; *Visual Impairments; *Vocational Evaluation; *Vocational Rehabilitation; Work Attitudes

This annotated bibliography is intended to serve as a resource for individuals providing career development services to blind and visually impaired persons. Included in the first section of the volume is a discussion of the career development intervention strategy model. The remaining chapters of the bibliography include descriptions of works dealing with the following topics: career development literature, client assessment services, preemployment and work adjustment training, personal and social interactive capability training, client vocational education training, employment support services, attitudinal barriers, and educational needs of rehabilitation professionals. Each annotation includes bibliographic information as well as remarks concerning the given work's purpose, content, implications, and researchability. Author and subject indexes are provided. (MN)

ED 258 077 CG 018 279

Pardeck, John T.; Pardeck, Jean A.
Helping Children Cope with the Changing Family through Bibliotherapy.
PUB DATE- Jan 85
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association of Social Workers (New Orleans, LA, January 31-February 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bibliotherapy; Change; *Children; Childrens Literature; *Divorce; Elementary Secondary Education; Family Problems; *One Parent Family; *Problem Solving; Reading; School Social Workers; *Stepfamily

Bibliotherapy has been used by the helping professions as a treatment technique for many years, and several studies suggest that it can be an effective treatment tool. In helping children who are experiencing difficulties, bibliotherapy treatment involves the child reading about others who have solved similar problems. An increasing number of American families are in a state of transition, and these changing family structures have presented unique problems for some children involved in the transition. Children in changing families may experience a sense of hostility, guilt, and anger; a diminished sense of belonging; a loss of security; and a loss of family income. Helping professionals working with these children should be sensitive to three major family trends affecting many children: divorce, single-parent families, and blended families. Currently, there are many excellent children's books available that deal with one or more of these changing family situations. By identifying those children who would benefit most from bibliotherapy, school social workers can help certain children attempting to cope with the family in transition. (A table is included which lists children's book titles that a practitioner may use for bibliotherapy with children involved with a family change.) (NRB)

ED 258 149   CS 008 058

Swan, Desmond
Reading Standards in Irish Schools: A National Survey of Reading Standards and Related Aspects of First Year Pupils in Post-Primary Schools in the Republic of Ireland, 1971-72.
REPORT NO.- ISBN-904916-76-6
PUB DATE- 78
NOTE- 108p.; Funding provided by the Educational Company of Ireland and the International Reading Association.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *Reading Achievement; Reading Diagnosis; *Reading Research; Reading Skills; Secondary Education; *Standards
IDENTIFIERS- *Ireland

Intended for teachers, this book reports an assessment of reading achievement in the Irish schools of first year postprimary pupils. Chapters discuss background information, the research procedure, the survey findings, "backwardness" in reading, and the researcher's conclusions. The book concludes with an abstract that lists some of the chief findings of the survey, including the following: (1) the mean reading achievement of boys and girls did not differ significantly; (2) 5% more boys than girls were backward readers; (3) four times more boys than girls were disabled readers; (4) differences in inductive reasoning ability accounted for one-third of the variation in reading level; (5) variations in age, attitude, and interests affected standards; (6) reading interests and habits varied considerably; (7) more backward readers attended vocational schools; (8) reading difficulty was more prevalent among pupils from lower socioeconomic groups and agricultural backgrounds; (9) reading problems showed no clear relationship with school size in the secondary sector; (10) many heads of school were aware of a reading problem; and (11) some evidence from this report supports Cattell's theory of fluid and crystallized intelligence as a helpful context for distinguishing between reading comprehension and abstract reasoning.

ED 258 275 CS 209 115

Giffard, C. Anthony
News Agency Coverage of the United States Withdrawal from UNESCO.
PUB DATE- Aug 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Developing Nations; Freedom of Speech; *Information Sources; International Relations; *Media Research; *News Media; Newspapers; *News Reporting; *Press Opinion; Public Opinion
IDENTIFIERS- Information Flow; *News Agencies; *News Bias; News Sources; New World Information Order; Unesco

A study was conducted to examine news coverage of the U.S. withdrawal from Unesco. News reports distributed by the Associated Press, United Press International, New York Times News Service, and Washington Post-Los Angeles Times News Service were studied to determine how adequate a foundation they were providing Americans for independent judgment on the merits of the withdrawal. Taken as a whole, the 173 news items were strongly anti-Unesco and supportive of a U.S. withdrawal. More than two-thirds of the themes identified in the reports were critical of Unesco. Only a quarter were favorable toward the agency and critical of the withdrawal. A small proportion focused on the future. Allegations that Unesco was politicized, mismanaged, anti-free press and badly in need of reform greatly outnumbered denials that this was the case, or affirmations as to the value of Unesco programs. The views of those in the United States and elsewhere who see some merit in Unesco's programs and who seek reform from within the organization did not appear to have been adequately represented. The results indicated that American readers with no other source of information than their newspapers would have received a very one-sided picture of the Unesco dispute, one that stressed the position of the U.S. government and largely ignored the views of organizations in the United States and developing nations that would be hurt by the U.S. withdrawal. (HTH)

ED 257 983 CE 041 648

Gustafson, Richard A.
Write Proposals. Module CG B-2 of Category B--Supporting. Competency-Based Career Guidance Modules.
American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- ISBN-0-934425-08-6
PUB DATE- 85
NOTE- 74p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.
AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Guidance; Competence; Competency Based Education; Counselor Training; Evaluation Methods; Financial Support; Fund Raising; *Grantsmanship; *Guidance Programs; *Inservice Education; Learning Activities; Learning Modules; Planning; Postsecondary Education; Program Development; Program Improvement; *Program Proposals; *Proposal Writing; Resources

This module is intended to help guidance personnel in a variety of educational and agency settings plan and develop successful proposals to assist in financing the improvement of existing or future career guidance programs. The module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. Patterned after the Performance Based Teacher Education Modules developed at the National Center for Research in Vocational Education, the modules teach competencies for planning, supporting, implementing, operating, and evaluating guidance programs. The module follows a standard format that includes the following components: (1) an introduction that gives the user an overview of the purposes and content of the module; (2) a section that provides information about the module goal and a list of the competencies covered in the module; (3) a reading containing information on each of the competencies; (4) learning experiences consisting of an individual activity, individual feedback, and a group activity; (5) evaluation techniques that can be used to measure what workshop participants need prior to training and what they have accomplished through training; and (6) an annotated list of resources. Topics include maintaining sources of support, developing a rationale, selecting funding sources, writing a proposal outline, drafting a budget, and drafting a full proposal. (KC)

ED 258 049 CE 041 794

Light Vehicle Preventive Maintenance.

Marine Corps Inst., Washington, DC.

REPORT NO.- MCI-35.23
PUB DATE- 11 Apr 79
NOTE- 182p.; For related documents, see CE 041 790-796.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Auto Mechanics; Behavioral Objectives; Continuing Education; *Correspondence Study; Course Content; Engines; Independent Study; Learning Activities; *Mechanics (Process); Military Training; *Motor Vehicles; *Prevention; Programed Instructional Materials; Study Guides

This correspondence course, originally developed for the Marine Corps, is designed to instruct students in the performance of preventive maintenance on motor vehicles. Instructional materials are presented in three chapters as follows: (1) Major Maintenance Areas (maintenance system, tires, batteries, cooling systems, and vehicle lubrication; (2) Driver's Preventive Maintenance (daily maintenance, weekly maintenance, and batteries); and (3) Field Expedient Repairs. The course contains four lessons covering the maintenance system and tires; batteries, cooling system, and vehicle lubrication; daily and weekly maintenance; and field-expedient repairs. Each lesson begins with a general objective, which is a statement of what the student should learn. Written assignments follow based on the instructional materials presented. (KC)

ED 258 182 CS 208 878

Pincus, Arlene Reva Honig
Effects of Genre-Specific Setting on Causal Chain Comprehension.
PUB DATE- 84
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Literary Devices; *Literature Appreciation; *Reading Comprehension; *Science Fiction
IDENTIFIERS- *Literary Settings

A study was conducted to investigate the relationship between understanding the setting and understanding the causal chain of a science fiction story. The 72 subjects, ranging in age from 16 to 54 and in educational level from high school seniors to those holding the doctoral degree, were divided into two groups that were labeled as sophisticated or naive science-fiction readers, according to their scores on the Science Fiction Knowledge Test. Additional materials used in evaluating the two groups were an adapted version of Marta Randall's story "Secret Rider," the 16-item Causal Chain Test, and the 35-item Setting Test. The materials were completed in one untimed sitting that took between 75 and 90 minutes. The setting summary was randomly presented with the story to 16 naive readers and 17 sophisticated readers. Findings showed that sophisticated subjects recalled significantly more setting and causal chain information than naive subjects. Furthermore, although understanding of the causal chain was not completely dependent on the understanding of the setting, there was a significant relationship between causal chain and setting. (DF)

ED 258 212 CS 208 981

Johnson, Karen S.
Impression Management during the Reagan Transition.
PUB DATE- Aug 85
NOTE- 45p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Content Analysis; Journalism; Media Research; Newspapers; *News Reporting; Periodicals; *Political Attitudes; Politics; *Presidents; *Press Opinion; *Public Relations
IDENTIFIERS- *Impression Management

A quantitative content analysis and a thematic analysis were made of the "Washington Post," the "New York Times," "Newsweek," and "Time" from November 4, 1980, through January 20, 1981, to examine President-elect Reagan's transition period in order to determine his impression management--the way he defined himself and his relationships with other governmental actors and with the public at large--during that period. The analyses revealed that Reagan was generally successful in managing his persona. However, although he managed to avoid violations of type, he ran into trouble by pursuing a theory of silence and withdrawing from active participation in the Washington scene. But, the Reagan team recognized their mistakes and eventually pursued an adaptive strategy that for the most part corrected the Reagan image problem. (Author/HOD)

ED 258 228 CS 209 014

Kosicki, Gerald M.; And Others

Individual and Organizational Predictors of Journalistic Prize-Seeking.

PUB DATE- Aug 85
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Awards; *Behavior Patterns; Group Behavior; *Journalism; *Predictor Variables; Professional Development; *Professional Recognition; Rewards; Social Behavior; Vocational Evaluation
IDENTIFIERS- *Journalists; *Occupational Behavior

Designed to clarify the roles played by prizes as evaluative mechanisms in journalism, a study examined journalists' attitudes toward both internal (professional) and external (nonprofessional) reward systems and then examined the ability of both individual-level and organizational-level variables to predict these attitudes and prize-seeking behaviors. A sample of 506 randomly selected persons from the Society of Professional Journalists was mailed a questionnaire, from which 190 responses were subjected to factor analysis. Path modeling was selected as the analysis strategy. Findings showed that individual journalists do view professional prizes as part of the normative occupational behavior, that journalists do differentiate between professional and nonprofessional reward systems, that journalists see prizes as a means of "getting along" and "getting ahead" within the occupation, and that organizational prize activities have an impact on the individual's prize-seeking behaviors that is independent of individual level variables. (Tables of findings and the questionnaire are appended.) (EL)

ED 258 244 CS 209 039

Kaul, Arthur J.; McKerns, Joseph P.

Long Waves and Journalism Ideology in America, 1835-1985.

PUB DATE- Aug 85
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Business Cycles; *Capitalism; Competition; *Economic Change; Economic Research; *Economics; *Journalism; Mass Media
IDENTIFIERS- *Ideology; *Journalism History

Framed by the heuristic device of "long waves" of capitalist development, journalism ideology is historically anchored to competitive media economics. (Long waves are 50-year economic cycles comprised of alternating 25-year periods of economic expansion followed by contraction periods.) With each long wave, a new institutional ecology emerges. Competition-generated economic and ideological crises merge in contraction phases; crises are then resolved through reconstruction in expansion phases. Two major shifts in the economic infrastructure of journalism--partisan to commercial, competition to monopoly--provided the impetus for a corollary shift in ideology. Journalism responded to economic crises by harnessing morality to marketing mechanisms. Commercial strategies to restabilize economic crises were ratified in the ideological language of public morality. The American tendency to translate economic crises into moral terms, commercial strategies into professional ideologies, mystifies the linkage of culture to economics. Economic crisis sets the agenda for ideological reconstruction. In the mid-1980s, American journalism is moving through a transition state to a new economic and cultural ecology. If the historic pattern holds, a resolution to the crisis will not emerge for another decade or so. (Author/DF)

ED 258 260 CS 209 065

Stephens, Lowndes F.
Community Size, Community Attachment and Newspaper Readership.
PUB DATE- Aug 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; Community Attitudes; *Community Size; *Community Surveys; Journalism; *Media Research; *Newspapers; *Reading Habits; Rural Urban Differences
IDENTIFIERS- *Readership Analysis

Residents in several states and communities ranging in size from farms to inner cities of more than 500,000 people were surveyed to further explore the strong relationship between community ties and newspaper readership indicated by results of a previous study sponsored by the American Newspaper Publishers Association. The findings revealed that people felt strong attachments to the communities in which they lived and to those which they had left. Community size made little difference in the strength of attachment to where they lived, except for those persons living on farms or in isolated areas who had significantly higher community attachment index scores than other participants in the study. No community size differences were found in multiple newspaper readership or in readers' satisfaction with the content of their preferred newspapers. But readers living on farms and in isolated areas spent significantly less time reading their preferred newspaper and they were much less willing to pay more for their preferred newspaper. (HOD)

Edwards, Renee; Parker, Jim

The Relationships among Sex, Attribution and Selection of a Communication Strategy by Students Following a Failure.

PUB DATE- Apr 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Winston-Salem, NC, April 11-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attribution Theory; *Communication (Thought Transfer); Failure; Higher Education; *Selection; Sex; *Sex Differences; Speech Communication; *Student Reaction

A study was conducted to investigate the relationships among sex, attribution, and selection of communication strategy in an instructional setting. The attributions and communication strategies selected by students following failing performances were examined. In addition, two sex variables were investigated--the sex of the subject and the sex of the teacher. An instrument using a projective constructive technique was prepared to present each subject with a situation in which a target person experienced failure in an educational setting. Subjects made attributions concerning the cause of the failure and wrote a brief story about how the target person felt and acted in response to the situation. The instrument was administered to 301 subjects who were students in various communication courses. Sixty percent were females; 40 percent were males. Approximately half of each group received situations with female teachers, half with males. Analysis identified seven basic strategies proposed by students in response to a failing grade. Males were more likely to identify "work harder" and "determine the cause," while females were more likely to cite "see the professor." No effect for sex of teacher on attribution of responsibility was revealed, and communication strategy was apparently not affected by attribution. (Appendixes include the instrument given to the subjects.) (DF)

ED 258 307 CS 504 964

Brownlee, Don

Broad Topics as Debate Entry Barriers: The Effects of Cognitive Development and Tolerance for Ambiguity.

PUB DATE- Mar 85
NOTE- 10p.; Paper presented at the Pi Kappa Delta Convention (Fayetteville, AR, March 20-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ambiguity; *Cognitive Development; *Cognitive Structures; Communication Problems; *Debate; Higher Education; *Persuasive Discourse; *Sequential Learning; Speech Communication; Teaching Methods

A number of college students in forensic debate may be deterred from debating broad topics due to a lack of appropriate cognitive development and a perception of unacceptable certainty. These students have failed to develop formal thinking patterns because they lack reinforcing experiences in reasoning at that level. A sequenced pattern of instruction, one that moves students through increasingly broader topics, will help overcome these barriers. Progressively broader and more complex topics can provide the challenging, but solvable, stimuli required for the transition between cognitive structures. Likewise, the experience in confronting increasingly more uncertain debate situations can serve to improve an individual's tolerance for ambiguity. Debating limited case studies has been found to increase students' tolerance for disagreement. Recently, the National Developmental Conference on Forensics recommended that novice divisions of tournaments provide narrower versions of the national topic or restrict the affirmative case areas. The student who experiences these situations should be better able to debate broad topics. (HOD)

ED 257 945 CE 041 499

Peace, Betty; Lovelace, Bill
Update of Secondary Vocational Office Education Data Processing Curriculum. Final Report.
North Texas State Univ., Denton.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Jun 84
NOTE- 221p.
CONTRACT- 44420021
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Competence; *Competency Based Education; *Curriculum Development; *Data Processing; Disabilities; *Educational Needs; English (Second Language); Instructional Materials; *Needs Assessment; *Office Occupations Education; Professional Development; Secondary Education; Sex Fairness; Vocational Education

This project was conducted for the following purposes: (1) to research current literature and the automatic data processing industry to determine needs in the field of data processing; (2) to assess the need for professional development of secondary vocational data processing instructors, and (3) to validate occupational competencies to be acquired by students completing secondary vocational data processing programs. Through a review of literature, procedures were developed for establishing a project advisory committee, conducting an instructors' needs assessment, preparing a list of validated competencies for a curriculum in data processing, preparing and submitting reports, maintaining communication and coordination, and evaluating the project. Following the literature review, a description of activities needed to achieve tasks was drawn up, a management plan and timeline were created, and external communications and coordination were established. As a result of the project, the following products were developed: a list of validated competencies for developing a data processing curriculum; a list of professional development needs of instructors; a state-of-the-art paper that identified needs of business and industry in data processing and suggested ways for modifying materials for use with handicapped students and students with limited English, promoting equal access to education, and computer applications; quarterly reports; and this final report. (Half of the document consists of these project products.) (KC)

ED 257 972 CE 041 633

Management Guide to a Competency-Based Adult Education Program for Administrators, Counselors, Teachers. 1984-1985.

Brevard Community Coll., Cocoa, Fla.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.
PUB DATE- 85
NOTE- 144p.
AVAILABLE FROM- Dean, Adult/Community Education, Brevard Community College, Open Campus, 1519 Clearlake Road, Cocoa, FL 32922 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Role; Adult Basic Education; *Adult Education; Adult Programs; Classroom Techniques; Competence; *Competency Based Education; Counselor Role; *Demonstration Programs; Educational Administration; Educational Facilities; Educational Resources; *Guidelines; High School Equivalency Programs; Inservice Teacher Education; *Models; Program Development; *Program Implementation; Recordkeeping; School Role; State Programs; Student Evaluation; Teacher Role; Teaching Methods
IDENTIFIERS- 310 Project; Brevard Community College FL; Florida

A 310 Special Demonstration Project was conducted in Florida to create a model of competency-based adult education (CBAE) based on the programs currently in existence. This manual, which was produced through the project, presents an overview of CBAE and explains in detail how to operate a CBAE program. The manual is organized in 11 sections. The first three sections provide background information about the 310 Project, define CBAE, and refute possible criticism of CBAE. In the fourth section, the professional roles of CBAE program administrator, counselor, and instructor are defined and described. The next two sections describe the administrative recordkeeping and the facilities necessary for a CBAE program. Section 7 describes intake, prescription, and disengagement of students; the following two sections detail grades, tests, credits, and recordkeeping. In section 10, learning procedures and classroom management are discussed. This section considers classroom orientation, learning procedures, role of the learning facilitator, records management, and resource management. The final section of the guide discusses staff training for CBAE programs. Eight appendixes include lists of participants in guide development and training workshops, articles on CBAE, a resource list, model for material development, description of Brevard Community College's CBAE project, and samples of a student learning guide, curriculum frameworks, and performance standards. (KC)

Miller, Juliet
Ensure Program Operations. Module CG D-1 of Category D--Operating. Competency-Based Career Guidance Modules.
American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- ISBN-0-934425-33-7
PUB DATE- 85
NOTE- 57p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.
AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Counseling; *Career Guidance; Check Lists; Competency Based Education; Counseling Objectives; Counseling Techniques; Counselor Role; Counselor Training; Evaluation Criteria; Guidance Personnel; *Guidance Programs; Inservice Education; Learning Activities; Learning Modules; Lesson Plans; Needs Assessment; *Operations Research; Paraprofessional Personnel; *Personnel Management; Postsecondary Education; *Program Administration; *Program Evaluation; Questionnaires; Records (Forms); School Counseling; Secondary Education; Self Evaluation (Individuals); Staff Utilization

This learning module, one in a series of competency-based guidance program training packages focusing upon professional and paraprofessional competencies of guidance personnel, deals with ensuring program operations. Addressed in the module are the following topics: identifying management needs and developing a management plan, implementing procedures for monitoring career guidance programs, and supervising staff. The module consists of readings and learning experiences covering nine competencies related to these three topics. Each learning experience contains some or all of the following: an overview, a competency statement, a learning objective, one or more individual learning activities, an individual feedback exercise, one or more group activities, sample records and forms, and a facilitator's outline for use in directing the group activities. Concluding the module are a participant self-assessment questionnaire, a trainer's assessment questionnaire, a checklist of performance indicators, a list of references, and an annotated list of suggested additional resources. (MN)

ED 258 018 CE 041 692

Standards for Excellence in Business Education.

East Carolina Univ., Greenville, N.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jul 85
NOTE- 132p.; For a related executive summary, see CE 041 694. Title page reads "Standards for Business Education Programs and for Instruction in Information Processing."
CONTRACT- 300-84-0035
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Business Education; Counseling Services; Course Content; Curriculum; *Delivery Systems; Educational Needs; Educational Objectives; Educational Philosophy; *Educational Practices; Educational Quality; *Evaluation Criteria; Financial Support; Instructional Development; Postsecondary Education; Program Administration; Program Content; Program Design; Program Evaluation; Public Relations; Relevance (Education); Secondary Education; Staff Development; Standards; Student Organizations; Teacher Qualifications; Teaching Methods

This volume contains 247 program standards for business education and 188 instructional standards for information processing that were developed during an 18-month project entailing a comprehensive literature review, regional conferences, and a mail survey of professional business educators. Addressed in the individual standards are the following areas of business education programming: philosophy and purpose, organization and administration, curriculum and instruction, instructional staff, financial resources, instructional support systems, public relations, student development services, and evaluation. Standards are set forth pertaining to the following areas of instruction in information processing: organization, content, related content, methods and resources, instructional support systems, and evaluation. Also included in the volume are a discussion of application of the standards, a series of definitions, a description of the project to develop the standards, a list of acknowledgments, and a list of suggested references. (MN)

ED 258 033 CE 041 761

Construction Print Reading.
Marine Corps Inst., Washington, DC.
REPORT NO.- MCI-13.44a
PUB DATE- 5 Dec 84
NOTE- 205p.; Some figures will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Blueprints; *Building Trades; Construction (Process); Continuing Education; *Correspondence Study; Course Descriptions; *Engineering Drawing; Individualized Instruction; Learning Activities; Military Training; Study Guides; Trade and Industrial Education

Developed as part of the Marine Corps Institute (MCI) correspondence training program, this course on construction print reading is designed to provide Marines of all ranks and Military Occupation Specialities with the basic information to recognize the terms and symbols used in construction prints; it is adaptable for nonmilitary instruction. Introductory materials include specific information for MCI students, a course introduction, and a study guide (guidelines to complete the course). The 20-hour course contains four study units. Each study unit begins with a general objective. The study units are divided into numbered work units, each presenting one or more specific objectives. Contents of a work unit include a text and study questions/exercises. Answer keys are found at the end of each study unit. At the end of the course is a review lesson. Topics covered in the study units include principles and methods, plans and drawings (plot plan, foundation plan, floor plan, elevation drawings), structural information (scale and dimension, detail drawings, framing plan, types of frame construction), and utility, heating, and air conditioning (electrical plans, plumbing plans, heating and air conditioning). (YLB)

ED 258 064 CG 018 266

Knight, Patrick A.; And Others
Women and Women's Issues in Industrial and Physiological Psychology.
PUB DATE- 28 Aug 84
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Females; *Psychophysiology; Researchers; *Research Needs; *Research Problems; Scholarly Journals; *Sex Differences
IDENTIFIERS- *Industrial Psychology

In the area of industrial/organizational (I/O) psychology and physiological psychology, issues of gender have only begun to be addressed. An examination of the recent literatures in I/O and physiological psychology was undertaken to document the extent to which women are used as research subjects, to determine whether or not research relevant to gender issues is being conducted, and to explore the level of research activity by women in the areas of I/O and physiological psychology. Five journals in which I/O research is published and four journals on physiological psychology research were reviewed. All articles in the I/O journals from 1980-1983 were examined for gender of author, gender of sample, gender analyses, and the relevance of the research to gender issues. The results revealed that, of the 815 I/O articles with samples, over half failed to describe the gender composition of the sample; and only one-third of those with gender composition descriptions reported gender analyses. The results of the review revealed that 13.4 percent of the articles had a female first author and 13.5 percent had a female second author. When articles in physiological psychology journals from 1977-1984 were examined, it was found that women accounted for 19.7 percent of the total authorship. Only 12 percent of the physiological journal articles were relevant to gender issues. (NRB)

ED 258 092 CG 018 294

Jones, Brent M.; And Others

Individualistic vs. Competitive Participation: The Effect on Intrinsic Motivation.

SPONS. AGENCY- Texas Christian Univ., Fort Worth.

PUB DATE- May 85

NOTE- 13p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (57th, Chicago, IL, May 2-4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Competition; *Failure; Higher Education; *Success; Undergraduate Students

IDENTIFIERS- *Intrinsic Motivation

Studies investigating intrinsic motivation and competition have supported the view that competition decreases intrinsic motivation. More recent studies suggest that the specific outcome of a competition (a win or a loss) differentially affects intrinsic motivation by highlighting the informational rather than the controlling aspect of the reward of winning. These studies showed that winning in a competitive situation increased intrinsic motivation relative to losing. To further understand the effects of competition on intrinsic motivation, a study was conducted which compared intrinsic motivation following competition with intrinsic motivation following an individualistic situation. Undergraduates (N=155) were randomly assigned to one of three groups: students who won in competition against a confederate in a puzzle-solving competition, those who lost in such competitions, and those who worked individually at solving the puzzles. All subjects were observed in a free-choice 8-minute interval after the experimenter and confederate had left the room. The measure of intrinsic motivation was the amount of time the subject played with the puzzle in a free-choice interval. The results indicated that competitive winners displayed more intrinsic motivation than did individualistic winners and winners in the individualistic situations displayed more intrinsic motivation than did competitive losers. (NRB)

ED 258 106 CG 018 309

Stanley, Melinda A.
Protection Motivation and Self-Efficacy: A Model of Health Enhancement.
PUB DATE- Apr 85
NOTE- 16p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (31st, Austin, TX, April 18-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; Cognitive Processes; Higher Education; *Predictor Variables; Social Values; Undergraduate Students
IDENTIFIERS- Health Promotion; Outcomes Expectancy; *Protection Motivation Theory; *Self Efficacy

Protection motivation theory proposes that a perceived threat to health activates cognitive appraisals of the severity of the threatened event, the probability of its occurrence, and the efficacy of a coping response; a recent reformulation of the theory incorporates self-efficacy expectancy as a fourth mediating cognitive process. To test the usefulness of the reformulated theory in a health-enhancement situation, 195 college students participated in an experiment examining their intentions to sign-up for and participate in an exercise program. Subjects indicated their agreement with various statements after reading a description of the program which manipulated outcome expectancy (high or low probability of benefit from the program) outcome value (high or low value placed on the program by society), and self-efficacy expectancy (easy or difficult to complete the program). Analysis of results indicated that both self-efficacy expectancy and outcome expectancy influenced subjects' intentions to perform a health-enhancing behavior. The findings suggest that self-efficacy expectancy may not be a good predictor of behavioral intention in low-risk situations, unless those situations involve health-related behaviors. (MCF)

ED 258 120 CG 018 323

Coleman, James S.; Husen, Torsten
Becoming Adult in a Changing Society.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
REPORT NO.- ISBN-92-64-12709-7
PUB DATE- 85
NOTE- 83p.
AVAILABLE FROM- OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, D.C. 20006-4582.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developed Nations; Educational Change; *Educational Policy; *Family (Sociological Unit); *Labor Needs; Labor Problems; Research Needs; *Social Change; Socialization; *Youth; Youth Employment; Youth Problems

This publication focuses on a conceptual and research-oriented analysis of the broader issues related to the transition to adulthood. The introduction discusses the societal changes in the highly industrialized countries since World War II which have extensive consequences for youth. The concept of youth as a stage and a lifestyle falling between adolescence and adulthood is explored along with the implications of the concept for the industrial nations. Part I of the report presents an interdisciplinary, descriptive overview of changing concepts and viewpoints relating to the transition to adulthood. The implications of these changes for schooling and on the economy and the labor market are discussed. Part II of the report explores the current relationships and changes among the three major institutions of work, family, and school as they affect the transition to adulthood. The third and final part of the report identifies a number of possible policy responses, within and outside of education, to the problems analyzed in the first sections. This section also identifies areas where further research is needed. Reference notes and a four-page bibliography conclude the report. (MCF)

ED 258 135 CS 008 012

Langer, Judith A.
Reading and Writing in School-Age Children: A Developmental View.
SPONS. AGENCY- National Council of Teachers of English, Urbana, Ill. Research Foundation.; National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 331p.
GRANT- NIE-G-82-0025
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; Elementary Secondary Education; *Language Processing; Language Skills; Linguistics; Reading Instruction; *Reading Research; *Reading Skills; Reading Strategies; Writing Instruction; Writing Processes; Writing Research; *Writing Skills
IDENTIFIERS- *Reading Writing Relationship

The reading/writing project described in this document examined the basic cognitive activities children engage in when reading and writing, involved 67 children from grades 3, 6, and 9, and addressed these questions: Since reading and writing both involve the development of meaning, is there a common language core, or routines, that children systematically use when they are reading and writing? How do these routines interrelate with one another? and, How do these routines grow in scope and complexity from grade 3 to grade 9? The chapters deal with the following topics: an introduction to language and reasoning; children's experience of reading and writing; parents', teachers', and students' views on literacy; children's sense of genre; the elaboration of ideas in story and report; making meaning while reading and writing; and students' awareness of what they do while reading and writing. The summary includes findings indicating that reading and writing tap similar processes and show strong correlations in the cognitive strategies called upon, and that across the school years children develop growing control of the linguistic and communicative forms, along with an enhanced awareness of the representational properties of their own interpretations and the meanings they symbolize. This document contains extensive tables and eight pages of references. Appendices include the following: (1) samples of reading materials used with the children; (2) aids for analyzing the structure of the readings and children's construction of meaning; (3) supplementary tables; and (4) the effect of childrens' mode differences (verbalized or retrospective). (EL)

ED 258 167 CS 207 989

Wesdorp, Hildo
On the Identification of Critical Variables in Written Composition Instruction. SCO Cahier No. 16.
Amsterdam Univ. (Netherlands).
PUB DATE- 83
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (72nd, Washington, DC, November 19-24, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Foreign Countries; Measurement Techniques; Prewriting; *Questionnaires; Teacher Effectiveness; Teaching Methods; *Test Construction; *Writing Evaluation; *Writing Instruction; *Writing Research
IDENTIFIERS- International Study of Achievement in Written Comp

One objective of the International Study of Achievement in Written Composition was to develop an instrument that could explore the relationships between instructional variables and educational results. Three levels of specificity were aimed at: (1) broad and general characteristics of the instructional process; (2) specific dimensions of native language instruction; and (3) instructional variables. A review of the literature on critical variables in writing instruction revealed that prewriting activities (activities focusing student attention on the questions of how to organize a text and how to generate ideas, on problem solving categories, and on rules for systematiclly treating a subject) clearly had positive effects on writing. Those variables with doubtful effects included the workshop/writing lab approach, group work, the reading models approach, the methods that lean heavily on individual conferences between teacher and student, the individualized approaches, and the approach in which the writing frequency is stepped up without special assistance. The questionnaire that was finally developed contained questions on prewriting instruction, types of tasks to be written, characteristics of writing instruction, materials and aids, and feedback. (The questionnaire is appended.) (HOD)

ED 258 198 CS 208 951

Smith, Linda Lazier
The Curious Case of Contraceptive Advertising: Debate or Debacle?
PUB DATE- Aug 85
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advertising; Broadcast Television; *Contraception; Court Litigation; Surveys; *Television Commercials; Television Research
IDENTIFIERS- Controversy; Television Networks

The question of why advertisements for contraceptives are not shown on television in the United States is explored in this paper. The statement is made that although television is permeated with sex, network broadcasters steadfastly ban contraceptive advertising from the airways on the grounds that they do not want to alienate or offend viewers. Court cases involving the advertising of contraceptives are listed and discussed, and the basic legality of contraceptive advertising is established. The stance of the National Association of Broadcasting is also explored, and the results of a survey of television stations' actions and attitudes on contraceptive advertising are reported. Examples of sample commercials and the television survey are included. (DF)

ED 258 322 EA 017 777

Russell, James S.; And Others

Linking the Behaviors and Activities of Secondary School Principals to School Effectiveness: A Focus on Effective and Ineffective Behaviors.

Oregon Univ., Eugene. Center for Educational Policy and Management.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Jun 85

NOTE- 55p.

AVAILABLE FROM- Publication Sales, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, OR 97403 ($2.50).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; Awards; Classroom Environment; *Cooperative Planning; Curriculum; Educational Environment; Educational Planning; In Service Education; Instructional Development; *Leadership Qualities; *Parent Participation; Parent School Relationship; *Principals; *School Effectiveness; Secondary Education; Staff Development; Student Behavior; Teacher Effectiveness

This document reports the highlights from a study of effective and ineffective principal behaviors associated with effective schools and briefly summarizes the methodology of the study. The term effectiveness is defined as high academic achievement, low rates of vandalism and absenteeism, a sense of community, and a stable staff. The researchers reviewed effective schools studies and made a list of the characteristics found in effective schools; from this list a group of eight characteristics was chosen for this study. They are (1) schoolwide measurement and recognition of academic success, (2) orderly environment, (3) emphasis on curriculum articulation, (4) instructional support, (5) high expectations for student performance, (6) collaborative staff planning, (7) instructional leadership, and (8) parental involvement. The study identified 202 effective principal behaviors and 133 ineffective principal behaviors associated with these eight areas. Another 167 behaviors were identified as effective and 138 as ineffective behaviors but were not classified under the eight characteristics. The effective and ineffective behaviors are summarized in narrative form under each of the eight characteristic areas. Two appendixes are provided that list each of the effective and ineffective behaviors identified as well as the unclassified effective and ineffective behaviors. A short reference list and two figures are also included in the report. (MD)

ED 258 337 EA 017 827

Klausmeier, Herbert J.
A Process Guide for School Improvement. Program Report No. 85-3.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 85
NOTE- 271p.
GRANT- NIE-G-84-0008
AVAILABLE FROM- Customer Service, University Press of America, 4720 Boston Way, Lanham, MD 20706 ($26.50 cloth; $12.75 paperback; add $1.25 for postage on single-copy orders; when ordering, specify author and title; for shipping charges on multiple-copy orders, call 301/459-3366).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Development; *Educational Administration; *Educational Improvement; Elementary Secondary Education; Evaluation Utilization; Grouping (Instructional Purposes); Inservice Education; *Instructional Development; Instructional Improvement; *Organizational Change; Organizational Climate; Parent School Relationship; Program Implementation; Research Utilization; School Community Relationship; School Guidance; *Staff Development; Student Participation

This guide is intended for use in locally conducted inservice programs and university courses. It is designed to aid each school of a district and the district office itself in starting and maintaining a self-improvement capability by maintaining or improving (1) student achievement, interest, behavior, and citizenship; (2) effective instructional, advising, and administrative practices; (3) job satisfaction and staff morale; and (4) the capacity for organizational renewal through staff development. Chapter 1 discusses the overall implementation of basic improvement processes. Chapter 2 focuses on administering school improvement at both the school and district level. Chapter 3 is a discussion of arranging the total educational program for students, while chapter 4 focuses on improving instruction and chapter 5 covers the process of updating the curriculum. Chapter 6 discusses student decision-making arrangements, self-discipline, and citizenship. Chapter 7 concerns the constructive use of evaluative information in developing improvement strategies. Chapter 8 focuses on updating patterns of instructional grouping of students and teachers, while chapter 9 discusses ways to personalize educational advising. Chapter 10 provides ideas for strengthening home-school-community relations. Chapter 11 covers the role of locally conducted research in guiding school improvement, and chapter 12 provides successful examples for implementing improvement practices in elementary schools. Four appendixes provide correlated instructional materials and three sets of simulations for elementary, middle, and high schools, respectively. (TE)

ED 257 959 CE 041 605

Youth Employment and the Minimum Wage. Hearing before the Joint Economic Committee, Congress of the United States, Ninety-Eighth Congress, Second Session.

Joint Economic Committee, Washington, D.C.

REPORT NO.- Senate-Hrg-98-1194
PUB DATE- 27 Jun 84
NOTE- 65p.; Document contains small type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Education; *Federal Legislation; Hearings; *Minimum Wage; *Minimum Wage Legislation; *Unemployment; *Youth Employment; *Youth Programs
IDENTIFIERS- Congress 98th; *Proposed Legislation

This congressional hearing contains testimony about the problem of youth unemployment and about the relationship between youth employment opportunities and the minimum wage. A special focus is the administration's proposal for the enactment of a youth employment opportunity wage, under which youth below the age of 20 could be paid 75 percent of the existing Federal minimum wage during the summer months. Testimony includes statements and prepared statements by professors of economics at Boston University and George Mason University. A statement on youth employment and minimum wage by the National Grocers Association is submitted for the record. (YLB)

ED 257 995 CE 041 660

Bhaerman, Robert D.
Provide for the Basic Skills. Module CG C-9 of Category C--Implementing. Competency-Based Career Guidance Modules.
American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- ISBN-0-934425-21-3
PUB DATE- 85
NOTE- 85p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.
AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Basic Skills; Behavioral Objectives; Career Education; *Career Guidance; *Competency Based Education; Counselor Evaluation; *Counselor Training; *Guidance Personnel; Guidance Programs; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; Media Selection; Needs Assessment; Postsecondary Education; Program Development; *Skill Development; Test Selection

This module, one in a series of competency-based guidance program training packages, focuses on specific professional and paraprofessional competencies of guidance personnel. Modules in Category C suggest how to conduct, accomplish, or carry out selected career guidance program activities. The purpose of this module is to help career guidance personnel increase their knowledge and skills needed to fulfill their increasingly expanded role as planners, evaluators, facilitators, and monitors of the basic skills. It begins with a section that presents the module goal and a listing of the five competency statements. An introduction gives an overview of the purpose and content of the module. The next section presents a reading (cognitive information) on each one of the competencies. Learning experiences related to the needed competencies follow. One learning experience exists for each competency (or cluster of competencies), and each may stand on its own. Each learning experience consists of an individual activity, individual feedback, and group activity. An evaluation section contains a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. A final section lists all references and provides annotations of related major resources. (YLB)

ED 258 050 CE 041 795

Preventive Maintenance and Operating Techniques for Heavy Vehicles.
Marine Corps Inst., Washington, DC.
REPORT NO.- MCI-35.24
PUB DATE- 28 Jun 83
NOTE- 102p.; For related documents, see CE 041 790-796.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Auto Mechanics; Behavioral Objectives; Continuing Education; *Correspondence Study; Course Content; Engines; Independent Study; Learning Activities; *Mechanics (Process); Military Training; *Motor Vehicles; *Prevention; Programed Instructional Materials; Study Guides
IDENTIFIERS- Heavy Equipment Operators

This correspondence course, originally developed for the Marine Corps, is designed to provide students who are acquainted with motor transport and tactical heavy vehicles with information on how to operate and perform preventive maintenance of those vehicles. The course contains five study units covering 2.5-ton M-Series tactical trucks, 5-ton and 10-ton M-Series tactical trucks, operating instructions for heavy tactical vehicles, preventive maintenance services, and M-Series tactical trailers. Each study unit begins with a general objective, which is a statement of what the student should learn from the study unit. The study units are divided into numbered work units, each presenting one or more specific objectives, and illustrated unit texts. At the end of the unit texts are study questions with answers. A review lesson completes the course. (KC)

ED 258 078 CG 018 280

Wilcox, Nancy S.
Attribution Theory and Research: A Selected and Annotated Bibliography.
PUB DATE- 84
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Attribution Theory; *Cognitive Processes; *Helping Relationship; *Psychopathology; *Psychotherapy

This bibliography provides an overview and introduction to attribution theory with an emphasis on its role in clinical work. Articles are listed alphabetically by author in four sections: (1) an introduction to attribution theory, 11 entries; (2) attribution and the helping relationship, 9 entries; (3) attribution therapies and psychopathology, 4 entries; and (4) attribution and information-processing, 11 entries. For all empirical studies, a description of the objective, participants, method, and major findings is provided. Theoretical articles and chapters are discussed in terms of their objectives and overall conditions. All annotations contain general comments which highlight the importance of attribution in psychotherapy. This bibliography is intended to be of use to those who are novices in the area as well as to researchers engaged in the investigation of attribution principles. (Author/NRB)

ED 258 150 CS 008 059

Vogt, Darlene
Semantic Mapping as a Vocabulary Teaching Technique to Improve Recall of Word Meaning.
PUB DATE- 83
NOTE- 42p.; M.Ed. Thesis, Eastern Montana College.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Intermediate Grades; *Reading Instruction; *Reading Research; *Teaching Methods; Vocabulary; *Vocabulary Development; Vocabulary Skills
IDENTIFIERS- *Semantic Mapping

A study investigated the effectiveness of semantic mapping as a technique to improve recall of word meaning versus the traditional method of teaching vocabulary. Eight intermediate-level students from grades 4, 5, and 6, five of whom were identified as learning disabled students, were subjects. They were tested using vocabulary subtests of the Gates-McGinitie reading tests to determine the words that were unknown. The students were then presented words using the traditional technique and other words using semantic mapping. A month later a posttest of all words was administered. The two methods of instruction were compared using the Wilcoxen Two Sample Test. Results showed that the total number of word meanings remembered in the free recall setting and in context was greater for those taught by the semantic mapping technique than for those taught by the traditional method. (EL)

ED 258 213 CS 208 983

Riffe, Daniel; And Others
Rivals in Consonance: The Case of Television Network News.
PUB DATE- Aug 85
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985). Analytical table has small and broken print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Broadcast Industry; Networks; *News Reporting; *Programing (Broadcast); *Television; *Television Research
IDENTIFIERS- *Consonance; *Television Networks

A study that examined consonance among the three major television networks' evening news programs for the period 1973 through 1981 used multiple criteria to assess long-term patterns of network similarity in news selection and treatment. A random sample was drawn, using one constructed week of five weekdays per quarter of the nine years and yielding twenty broadcast dates per year, or a total of 180 dates. The newscasts were coded for several variables, including length in seconds, focus, and topic. Agreement was high in between-network comparison: correlation of annual topic agendas, distribution of items or coverage among different geopolitical regions, correlation of topic agendas for items receiving additional network emphasis, contrasts of annual mean length of items, and correlation of topic agendas of "lead" items. Only in percentages of items distributed devoted to the different categories were there major differences among the networks. Results indicated that there are significant similarities between the evening newscasts of the three major networks. Several tables conclude the document. (DF)

ED 258 261　　　　　　　　　　　　　　　　CS 209 066

Wales, LaRae H., Ed.; And Others
Technical Writing Style: Attitudes towards Scientists and Their Writing.
Vermont Univ., Burlington. Agriculture Experiment Station.
PUB DATE- Jul 79
NOTE- 28p.; For related document, see CS 209 067.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitudes; Periodicals; *Reader Response; *Scientists; Surveys; *Technical Writing; *Writing Research
IDENTIFIERS- *Editors; *Writing Style

A study was conducted to determine the technical writing style that scientists prefer. The respondents--1089 scientists from agricultural experiment stations, 20 station editors, and 59 editors of scientific publications--completed a questionnaire requesting biographic information and reactions to a simplified style of writing and a difficult style, typical of that found in scientific journals. While most respondents indicated that they preferred the simplified style, they tended to think highly of scientists who write in the more complicated style. (Tables of findings accompany the text, and appendixes contain a list of the journals whose editors were surveyed and tables expanding the results according to presentation order of the writing samples.) (EL)

ED 258 276 CS 209 120

McDonald, Daniel G.; Reese, Stephen D.
Media Reliance, Television News and Viewer Selectivity.
PUB DATE- Aug 85
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Mass Media; *Media Research; *Media Selection; News Media; *Newspapers; *Public Opinion; *Television; *Television Viewing
IDENTIFIERS- Media Reliance; *Media Use

A study was conducted to explore whether Fishman and Roslow's concept of adjacent listening could be adapted to studying television viewing behavior and used as an indicator of audience interest and information-seeking behavior. A second hypothesis was that different types of news programs might be preferred by groups reporting primary reliance on either newspapers or television. A survey on public opinion and mass media use was conducted in the fall of 1982 by the Mass Communication Research Center at the University of Wisconsin-Madison. A sample of these survey respondents was recontacted and asked to maintain television viewing diaries. Response rate for the diary study was 52%, yielding 114 usable diaries. The 114 respondents consisted of 58 who ranked newspapers as their primary source of news and current events information and 39 who ranked television as their primary source. The remainder were split between radio, magazines, and interpersonal sources. Results showed that the group primarily reliant on newspapers tended to be older and better educated, have fewer television sets, watch less television, and watch news programs selectively rather than as a result of lead-out or inertia. (DF)

ED 258 183 CS 208 881

Fontaine, Sheryl I.
Evidence of Audience Awareness in the Writing and Writing Processes of Nine- and Eighteen-Year Olds.
PUB DATE- 84
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Protocol Materials; *Writing (Composition); Writing Evaluation; *Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- *Audience Awareness; Protocol Analysis

In a study exploring how writers use audience awareness and how that awareness is related to the writer's age, four eighteen-year-old and four nine-year-old writers were assigned letters to write for two different audiences: a friend and a great aunt whom they had never met. Thinking-aloud writing protocols were produced at the time of writing. At the end of each writing session, the letter and taped writing protocol became the basis for a stimulated discussion. When both tasks were completed, writers were interviewed about the audience and two writing tasks. Findings show that both groups demonstrated an understanding of their audiences and an awareness that audiences affect writers' decisions. The eighteen-year-olds considered the audience while they were writing and in the stimulated recall and interview sessions. Their writing protocols revealed that the two different audiences led them to consider the appropriateness of ideas, words, and sentences. In contrast, the nine-year-olds seldom reflected on their audiences while they were writing, and almost totally restricted their statements regarding the audience to stimulated recall and interview sessions. (EL)

Lain, Laurence B.
The Readership Problem: Steps toward a Comprehensive Model.
PUB DATE- Aug 85
NOTE- 40p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Demography; *Individual Needs; Life Style; Needs Assessment; News Media; *Newspapers; *Psychological Needs; *Use Studies
IDENTIFIERS- Media Use; *Newspaper Subscriptions; *Readership Analysis

To determine the elements that most influence newspaper subscribership, 400 adults were polled in a stratified proportional sample to assess their levels of news media use in childhood and the strength of certain sociopsychological needs, and to record life style and demographic characteristics. Factor analysis of needs questions suggested the presence of three needs types: surveillance, companionship, and stimulation. Multiple regression analysis of the factors demonstrated that being white, male, and younger were the best predictors of the surveillance need. Lower levels of media exposure in childhood were the strongest predictors of the companionship need; being white and female were also significant. The sole predictor of the stimulation need was a lower level of news media exposure in childhood. Regular readers of newspapers were found to be older, more involved with their community, better educated, and surveillant. Results suggest that to attract and hold subscribers, newspapers should focus on presenting local news in depth and should be less concerned about competition from television. Younger adults present a rich potential market because of their higher educational attainment and their stronger surveillance need, although their greater mobility and lower levels of community integration lessen the impact of this market. Numerous tables and a three-page bibliography conclude the paper. (Author/EL)

ED 258 229 CS 209 015

Soffin, Stan

Prior Review Guidelines for Student Publications: State Departments of Public Instruction v. the Federal Circuit Courts.

PUB DATE- Aug 85
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Court Doctrine; Educational Research; *Federal Courts; *Freedom of Speech; Journalism; *Policy Formation; *State Departments of Education; State School District Relationship; *State Standards; *Student Publications
IDENTIFIERS- *Prior Restraint

To determine if state departments of public instruction have attempted to follow decisions by federal circuit courts of appeals in establishing guidelines or policies governing prior review regulations of student literature and student publications, a study compared state guidelines on freedom of expression in place in 1974 with those in effect in 1984. Furthermore, to determine if state departments of public instruction had altered their freedom of expression policies to conform with governing appellate court rulings, the 1984 policies were compared with 1974 policies. No uniformity of opinion was found on the issue of prior review of student publications in public schools. Like the disagreement in the federal courts of appeals, state level school boards disagreed over advising local school districts to adopt prior review policies. Little correlation was found between freedom of expression guidelines developed by state departments of public instruction and their respective federal courts of appeals. And, little change was found between 1974 and 1984 concerning the adoption of procedural guidelines to accompany prior review policies. (HOD)

ED 258 245 CS 209 041

Salwen, Michael B.; Bernstein, James M.

The Riotous Aftermath of the 1984 World Series: A Comparison of Prestige Press Coverage with Local Coverage.

PUB DATE- Aug 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Athletics; *Baseball; Comparative Analysis; *Content Analysis; News Media; *Newspapers; *News Reporting; Team Sports
IDENTIFIERS- *Local Media; *National Media; World Series

A study was conducted to determine whether differences existed between national media and local media in their coverage of events that have national interest. Coverage of the riotous aftermath of the 1984 World Series in Detroit was examined by comparing Detroit's daily newspapers with other United States dailies. The hypothesis was that stories in the Detroit newspapers would report a greater proportion of favorable assertions about the aftermath of the 1984 World Series than stories in the nation's prestige press. Coverage of the event was determined by looking at issues of Detroit's two dailies, the "News" and the "Free Press," and 13 prestigious national daily newspapers for October 15, 16, and 17. The units of analysis were evaluative statements (statements that clearly took a side concerning an issue surrounding the event) contained in stories of the World Series aftermath. The findings generally supported the hypothesis. However, the contrast between favorable and unfavorable stories was not as great in the sports sections of the newspapers as it was in the news stories. (DF)

ED 258 292 CS 504 943

Broome, Benjamin J.
A Context-Based Approach to Intercultural Adjustment.
PUB DATE- 4 May 85
NOTE- 23p.; Paper presented at the Annual Meeting of the Eastern Communication Association (76th, Providence, RI, May 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; *Adjustment (to Environment); *Cultural Awareness; Cultural Context; Cultural Differences; Cultural Interrelationships; *Culture Conflict; *Culture Contact; *Intercultural Communication; Interpersonal Relationship; Speech Communication
When an individual enters a foreign cultural environment, the familiar signs and symbols that allow normal functioning and social interaction are gone. In order to adjust successfully one must understand the socially created system of hierarchically structured contextual units within which individual units of action are interpreted. These can be interpreted at three interrelated levels: the structural level (friendships, marriage, family, work teams, and so forth), the situational level (greeting, working, eating, fighting and so forth), and the meaning level (compliments, criticisms, requests, attraction, and so forth). To successfully adjust to a different cultural environment, one must understand the role of relationships and communication networks of the structural level, the rules that govern action chains on the situational level, and the form and content of relational and identity messages of the meaning level. (HOD)

ED 258 308 CS 504 966

Haskins, William A.

Rhetorical Perspectivism of Black Congressmen upon the 1875 Civil Rights Bill.

PUB DATE- Nov 84
NOTE- 31p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Attitude Change; Black History; Black Influences; *Black Leadership; Black Stereotypes; *Civil Rights; Civil Rights Legislation; Civil War (United States); *Discourse Analysis; *Legislators; Public Opinion; *Rhetoric; Rhetorical Criticism; Social Attitudes; Speech Communication
IDENTIFIERS- *Black Congressmen

In their new roles as congressmen after the Civil War, blacks, for the first time in American history, advanced views of civil rights that reflected black perspectives. One scheme for analyzing black rhetoric suggests that black congressmen did not share the perspective held by many whites--that blacks were inept individuals. Rather, the black congressman's rhetorical perspectives attempted to illuminate relationships based not upon casual coexistence, but upon more permanent relationships as exemplified in analyses from definitions, examples, or testimony under specific rhetorical strategies. Thus, as noted by R. E. Nebergall, when defining entities or citing examples, black congressmen attempted to "capture essences," which dealt "with fundamental and unchanging properties." Testimony also proved to be an important source of analysis for black congressmen. Much of the testimony given was carefully selected from authoritative sources or eyewitnesses. By establishing the characteristics of blacks as legitimate members of society (as illuminated by their rhetorical strategy of participation and related analyses) or the justification for Congress to pass the pending civil rights bill (as illuminated by their rhetorical strategy of justification and related analyses), black congressmen endeavored to raise society's level of consciousness. (HOD)

High Technology Internship. Curriculum Guide.
Judson Independent School District, Converse, TX.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Planning; Computer Literacy; Cooperative Programs; *Course Content; Curriculum; Educational Resources; Electronics; *Employment Potential; Entrepreneurship; Ethics; Guidelines; High Schools; Instructional Materials; *Internship Programs; Interpersonal Relationship; Job Application; *Job Skills; Laws; Learning Activities; Lesson Plans; Money Management; Parliamentary Procedures; Safety; Self Care Skills; Small Businesses; *Technological Advancement; Units of Study; Vocational Education; *Work Experience Programs

This guide was developed to help teachers conduct a cooperative work experience internship program in high technology and related industry for high school students. The curriculum guide provides an overview of the high-technology internship program, lists goals and objectives of the program, and provides a course outline containing 13 units. Each unit consists of a terminal objective, specific objectives, references, lists of instructional materials, student activities, and an outline of the course content. Topics covered in the 13 units are the following: orientation; safety; Vocational Industrial Clubs of America (VICA); ethical practices and laws; human relations; parlimentary procedures; job application; diet, hygiene, and grooming; personal finance; career planning; owning a business; computer literacy; and basic electronics. Units are designed in such a way that the instructor may vary the sequence and scope as desired. (KC)

ED 257 960 CE 041 606

Merklein, Robert, Ed.; And Others
Electricity/Electronics Curriculum Guide. Instructional Modules Level I.
California State Dept. of Education, Sacramento. Div. of Vocational Education.
PUB DATE- 85
NOTE- 172p.
AVAILABLE FROM- Publications Sales, California Dept. of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Appliance Repair; Behavioral Objectives; Competency Based Education; Course Descriptions; Curriculum Guides; Electrical Appliances; *Electrical Occupations; Electric Circuits; *Electricity; *Electronics; Energy; Grade 7; Grade 8; *Industrial Education; Junior High Schools; Learning Activities; Pretests Posttests; Safety; Secondary Education; Student Evaluation; Teaching Methods; Trade and Industrial Education; Transparencies
IDENTIFIERS- Electrical Wiring; Soldering

The 12 competency-based instructional units in Level I of the four-level Electricity/Electronics Curriculum series are designed to help the instructor in planning, organizing, and presenting introductory electricity/electronics materials. Nine-week and 18-week unit outlines are provided for grades 7 and 8. The instructional units are generally divided into two parts. Part 1 is structured to give the instructor a lesson plan overview of the unit and includes the following: title of unit, time allocated, unit goal, unit objectives, evaluation, instructor's references, overview, suggested presentation hints/methodology, supplemental activities and demonstrations, and instructional module contents. The second part contains the packet of material to be used in the classroom. When appropriate, each unit includes lecture outline/transparency master, pretest and posttest (keyed), vocabulary enrichment activities, student information handouts, related activities, and answer key. Instructors may delete or add materials. Unit topics are orientation; introduction to electricity; safety; methods for producing electricity; wiring tools and wires; soldering; magnetism and electromagnetism; circuits, symbols, and component identification; resistors and identification systems; small appliance repair; sources of the earth's energy; and occupations in electricity. (YLB)

ED 257 984 CE 041 649

Gysbers, Norman C.; And Others

Improve Public Relations and Community Involvement. Module CG B-3 of Category B--Supporting. Competency-Based Career Guidance Modules.

American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

REPORT NO.- ISBN-0-934425-09-4

PUB DATE- 85

NOTE- 53p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.

AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Career Guidance; Citizen Participation; Community Cooperation; Community Involvement; *Community Relations; Community Resources; Competence; Competency Based Education; Cooperative Planning; Counselor Training; Evaluation Methods; *Guidance Programs; *Inservice Education; Learning Activities; Learning Modules; Postsecondary Education; Program Development; *Program Improvement; *Public Relations; Resources

This module is intended to help guidance personnel in a variety of educational and agency settings increase their skills in planning, implementing, and evaluating community involvement and public relations activities as a part of an overall career guidance program. The module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. Patterned after the Performance Based Teacher Education Modules developed at the National Center for Research in Vocational Education, the modules teach competencies for planning, supporting, implementing, operating, and evaluating guidance programs. The module follows a standard format that includes the following components: (1) an introduction that gives the user an overview of the purposes and content of the module; (2) a section that provides information about the module goal and a list of the competencies covered in the module; (3) a reading containing information on each of the competencies; (4) learning experiences consisting of an individual activity, individual feedback, and a group activity; (5) evaluation techniques that can be used to measure what workshop participants need prior to training and what they have accomplished through training; and (6) an annotated list of resources. (KC)

ED 258 006 CE 041 672

Ruff, Eldon E.

Aid Professional Growth. Module CG D-2 of Category D--Operating. Competency-Based Career Guidance Modules.

American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

REPORT NO.- ISBN-0-934425-34-5

PUB DATE- 85

NOTE- 83p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.

AVAILABLE FROM- Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Career Counseling; *Career Development; *Career Guidance; *Career Planning; Check Lists; Competence; Competency Based Education; *Counselor Certification; *Counselor Qualifications; Counselor Training; Educational Needs; Guidance Personnel; Inservice Education; Learning Activities; Learning Modules; Lesson Plans; Paraprofessional Personnel; Postsecondary Education; *Professional Development; Questionnaires; Resources; Secondary Education; Self Evaluation (Individuals)

This learning module, one in a series of competency-based guidance program training packages focusing upon professional and paraprofessional competencies of guidance personnel, deals with aiding professional growth. Addressed in the module are the following topics: assessing competencies; determining certification, licensure, and registration requirements; preparing a personal plan for professional development; utilizing available resources; and participating in professional activities. The module consists of readings and learning experiences covering these five topics. Each learning experience contains some or all of the following: an overview, a competency statement, a learning objective, one or more individual learning activities, an individual feedback exercise, one or more group activities, one or more handouts, and a facilitator's outline for use in directing the group activities. Concluding the module are a participant self-assessment questionnaire, a trainer's assessment questionnaire, a checklist of performance indicators, a list of references, and an annotated list of suggested additional resources. (MN)

ED 258 019 CE 041 694

Standards of Excellence for Business Education. Executive Summary.
East Carolina Univ., Greenville, N.C.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jul 85
NOTE- 14p.; For a related document, see CE 041 692.
CONTRACT- 300-84-0035
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Business Education; Delivery Systems; *Educational Needs; Educational Planning; Educational Practices; Educational Quality; *Evaluation Criteria; Information Dissemination; *Information Processing; Literature Reviews; Material Development; National Programs; Needs Assessment; Postsecondary Education; *Program Evaluation; Program Improvement; Relevance (Education); Secondary Education; Standards

A project was conducted to develop and disseminate a set of standards for excellence common to business education programs and to define instructional standards for excellence common to information processing. The following five procedural phases were used over an 18-month period to develop the standards: completion of a comprehensive literature review, preparation of standards statements drawing upon the literature and emerging practice in business and industry, validation of the standards through regional conferences and a mail survey of professional business educators, preparation of the standards in a form for use, and formulation of recommendations for dissemination. Two hundred forty-seven program standards and 188 instructional standards were developed and disseminated through a nationally distributed news release; articles published in state, regional, and national professional periodicals; a brochure describing the project; and site visits to business, industry, and government agencies. (MN)

ED 258 034　　　　　　　　　　　　　CE 041 762

Crane and Excavator Operator.
Marine Corps Inst., Washington, DC.
REPORT NO.- MCI-13.52a
PUB DATE- 25 May 83
NOTE- 107p.; Some figures will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Building Trades; Continuing Education; *Correspondence Study; Course Descriptions; *Equipment Maintenance; *Equipment Utilization; Individualized Instruction; Learning Activities; Military Training; *Operating Engineering; Study Guides; Technical Occupations; Trade and Industrial Education
IDENTIFIERS- *Heavy Equipment Operators

Developed as part of the Marine Corps Institute (MCI) correspondence training program, this course on crane and excavator operation is designed to enable the crane and excavator operator to perform his/her duties more proficiently. Introductory materials include specific information for MCI students, a course introduction, and a study guide (guidelines to complete the course). The 13-hour course contains four study units. Each study unit begins with a general objective. The study units are divided into numbered work units, each presenting one or more specific objectives. Contents of a work unit include a text and study questions/exercises. Answer keys are found at the end of each study unit. At the end of the course is a review lesson. Topics covered in the study units include crane and excavator operator, attachments and wire rope, safety, and operator maintenance. (YLB)

ED 258 065 CG 018 267

Jones, Allan P.; Kaye, Deborah F.

Demotivating and Disincentive Influences in a Health Care Organization.

PUB DATE- Aug 84
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employee Attitudes; Health Personnel; *Incentives; *Job Performance; Merit Pay; *Motivation Techniques; Rewards; *Supervisory Methods; *Work Attitudes

Although it has been suggested that organizational reward practices can promote dysfunctional behaviors or restrict employee effort, there is little empirical evidence about their influence on employee attitudes and performance or the degree to which they are affected by supervisor reward/punishment behaviors. To investigate perceived demotivating and disincentive influences, and to compare such influences with those of perceived incentive systems, 161 health care support personnel in a long-term rehabilitative care facility were studied. Subjects completed questionnaires which included incentive, disincentive, and demotivating measures; supervisor motivational practice measures; individual characteristics measures; and job attitude measures. An analysis of the results showed that the perceived incentive systems in the work environment were positively related to satisfaction, while the disincentive and demotivating influences were negatively related to satisfaction. These data support the contention that perceived disincentive and demotivating influences in the organization's reward systems are able to adversely affect job attitudes and performance. The data also indicated that the supervisor's use/frequency of use of reward behaviors was an important influence on perceived incentives and had somewhat stronger relationships with performance than the disincentive or demotivating elements. (NRB)

A Study of Children's Attitudes and Perceptions about Drugs and Alcohol.

Weekly Reader Publications, Middletown, CT.

PUB DATE- 83
NOTE- 45p.; Tables may not reproduce well because of broken type. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Alcoholic Beverages; Children; *Drinking; *Drug Use; Elementary Secondary Education; Marihuana; *Peer Influence; Perception; *Rural Urban Differences; *Sex Differences; *Student Attitudes
IDENTIFIERS- Opinion Polls

The problems of drug and alcohol use among young people has caused concern for many years. A survey of students' attitudes concerning drugs and alcohol use was conducted by the classroom publication "Weekly Reader." Students in grades 4 through 12 responded to the poll, and a random sample of 101,000 responses was analyzed. The results of the poll showed that in grades four and five, children reported learning about the dangers of drugs and drinking from family and movies/television. Not until grade six did school become the major source of information. As early as grade four, about 25 percent of the students said that children in their age group felt peer pressure to try alcohol or marijuana. By seventh grade, at least half of the respondents felt pressure to experiment with alcohol or marijuana. Although other studies have indicated that drug use among students is not as high as these students believed, the fact that young students think drug use is common is in itself cause for concern since many children use drugs to fit in and gain acceptance by their peers. (Survey questions and major results are summarized in this paper. Detailed tables of results, and analyses of responses of grades four through eight by geographical region, urban/suburban/rural differences, and sex of respondents are appended.) (NRB)

ED 258 093 CG 018 295

Report on the National Conference for Youth on Drinking and Driving (Washington, D.C., April 27-30, 1984).

Birch & Davis Associates, Inc., Silver Spring, Md.

SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
REPORT NO.- DHHS-(ADM)-84-1356
PUB DATE- Apr 84
NOTE- 157p.
CONTRACT- NIAAA-ADM-281-84-0003
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Alcoholic Beverages; *Business Responsibility; *Drinking; *Employer Employee Relationship; *Employment Practices; *Prevention; Program Descriptions; Work Environment; Youth Problems
IDENTIFIERS- *Drinking Drivers

This report on the second National Conference for Youth on Drinking and Driving focuses on the potential of the workplace as a site for the prevention of teenage alcohol abuse, with a special emphasis on drinking and driving. Features of the conference are described which may be of interest to employers of youth, youth specialists, and alcohol prevention specialists. The first two chapters provide background information on the conference and list its purposes and guiding principles. Chapters 3 and 4 describe the selection, characteristics, and preparation of youth and adult participants and faculty at the conference. All major sessions of the conference are discussed in chapter 5, with emphasis on learning objectives and instructional approaches in each case. The six programs featured at the conference are described in chapter 6. These include Opryland's Employee Assistance Project; a teenage alcohol abuse prevention program from a McDonald's franchise in Arkansas; Johnson and Johnson's Live for Life health promotion and disease prevention program; a Job Corps center prevention project in Woodstock, Maryland; the Jobs for Young Adults program in Topeka, Kansas; and a Florida Burger King group interested in developing a program. Action plans and state strategies produced at the conference are reviewed in the final two chapters. Other relevant materials are contained in the appendices. (NRB)

ED 258 121 CG 018 324

Children--New York's Greatest Resource: The School's Role in Preventing Child Abuse and Neglect.

New York State Education Dept., Albany. Office of General Education.

PUB DATE- Apr 85

NOTE- 52p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Child Abuse; *Child Neglect; Children; Elementary Secondary Education; Guidance Programs; Guidelines; *Identification; Legal Responsibility; *Prevention; School Community Relationship; School Responsibility; *School Role; *State Legislation

IDENTIFIERS- *New York

This publication is intended to assist school personnel to expand their professional understanding of the problem of child abuse and neglect, improve their reporting procedures, and deal with prevention and support activities within the school and community. The nature, causes, extent, and effects of child abuse and neglect are treated briefly in the first section. Indicators for recognizing child abuse and neglect in the schools are detailed, including academic and emotional/psychological cues. Forms of abuse and neglect are described (physical, sexual, emotional) and school officials' reporting responsibilities, according to the New York State Child Protective Services Act of 1973, are defined. The role of the school in sharing information with other professionals and providing support for the child and family is discussed. School-based activities and school-community partnership programs for preventing abuse and neglect are described. Finally, a model school district policy and reporting procedure is outlined. The appendices contain a 1985 review and update of child abuse and neglect requirements and recommendations for school personnel, an extensive checklist of abuse and neglect indicators, the New York State requirements and suggestions for school guidance programs to educate students to avoid abuse and neglect, lists of New York State county Child Protective Services, New York State Federation on Child Abuse and Neglect Task Forces by county, and telepone numbers for reporting abuse and neglect. (MCF)

ED 258 136 CS 008 022

Bowers, P. G.; And Others
A Comparison of the Contributions of Phonological Recoding and Selective Attention Deficits to Reading Disability.
PUB DATE- Aug 84
NOTE- 29p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Deficit Disorders; Comparative Analysis; Disabilities; Educational Assessment; Elementary Secondary Education; Language Processing; Neurological Impairments; *Reading Ability; *Reading Achievement; *Reading Difficulties; *Reading Research; Reading Skills; Verbal Learning; *Visual Perception; Visual Stimuli
IDENTIFIERS- *Phonological Recoding; Waterloo Child Assessment Project

A study investigated whether a visual selective attention deficit with its presumed basis in slow visual processing referred to the same phonological recoding deficit, or whether they were two independent sources of reading disability. Subjects were children aged 7 to 15 referred to a university clinic (the Waterloo Child Assessment Project--WATCAP) by parents or community agencies for assessment of neuropsychological and attentional functions. Each child was given an extensive battery of tests, including the WISC-R, Woodcock-Johnson Psychoeducational Battery Tests of Achievement, most of the Reitan neuropsychological battery, a battery of RT measures of attention and distractibility, and the Lincoln-Oseretzky tests of motor skills, as well as tests of color and digit naming speed and auditory memory for sentences. Parents completed developmental histories, the Peterson-Quay Behavior Problem Checklist and Connors' Parent Rating Scales. Results showed that naming speed was a significant contributor to reading achievement, but gave no support to a selective attention deficit contribution to reading disability. As predicted, naming speed contributed more variance to the word attack subtest than to the other reading subskills. (HOD)

ED 258 168 CS 208 597

Clift, Renee T.; Wilson, Suzanne

Training Preservice Teachers to Use Dramatic Activities with Secondary School Students.

PUB DATE- Apr 84
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Observation Techniques; *Curriculum Enrichment; *Dramatics; *Drama Workshops; *Learning Theories; Models; *Preservice Teacher Education; Program Evaluation; Role Playing; Secondary Education; Simulation; Teacher Attitudes; *Training Methods

A case study design that included classroom observation, repeated self-assessments, and formal interviews was used in a training workshop for 11 preservice teachers. The intent was to train them to use dramatic activities with secondary school students in their own classrooms. The training incorporated elements of theory, demonstration, peer teaching, feedback, classroom implementation, coaching, and social-emotional support. Four sections that were separated by classroom implementation tasks comprised the training workshops. The sections consisted of (1) warm up exercises in which the trainees accustomed their students to using dramatic activities; (2) simulation of course concepts or process; (3) role playing, which emphasized the human elements within the curriculum; and (4) a final training assignment, which assessed the trainees' abilities to transfer the workshop contents to their own instruction. Evaluation of training included trainee self-evaluation and observer evaluations. All trainees completed the training; nine considered themselves to be competent at using dramatic activities in their own classrooms. (HOD)

ED 258 262 CS 209 067

Donnellan, LaRae M.
Technical Writing Style: Preferences of Scientists, Editors, and Students.
PUB DATE- Mar 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985). For related document, see CS 209 066.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; Periodicals; *Reader Response; *Scientists; Surveys; *Technical Writing; *Writing Research
IDENTIFIERS- *Editors; *Writing Style

To determine whether scientists and science students would accept a simplified writing style, two studies were conducted. In the first study, respondents--1,089 scientists from agricultural experiment stations, 20 station editors, and 59 editors of scientific journals--answered a questionnaire requesting biographical information and reactions to a simplified writing style and a difficult writing style, typical of that found in scientific journals. The subjects were asked these questions: (1) Which style do you prefer? (2) Which style is more appropriate? and, (3) Which author appears more competent? Most of the respondents preferred the simplified style, but many indicated that they had greater respect for the writer of the more complicated passage. In the second study, 196 students completed a briefer form of the same questionnaire; most of them also preferred the simplified style. Some of them perceived their communication teachers as suggesting a less complex style than that suggested by their engineering/science teachers. The majority expected to use simplified style in the future. Techniques for further research on these questions are suggested. In conclusion, the two challenges for technical writing teachers or technical editors are that they should try to convince students and scientists to value a simplified style of technical writing and that they must be sympathetic to factors other than readability that influence readers' evaluations of an author's credibility and esteem. (Tables of findings accompany the text.) (EL)

ED 258 323 EA 017 778

King, Richard L.

Leadership Training: Putting the One Minute Manager to Work in the Schools.

PUB DATE- Nov 84

NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (9th, Orlando, FL, November 16-20, 1984). Two pages may be marginally legible.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrator Role; Community Involvement; Elementary Secondary Education; Inservice Education; Leadership Styles; *Leadership Training; Management Development; Principals; State Departments of Education; *Workshops

IDENTIFIERS- Blanchard (Ken); Missouri State Dept Elementary Secondary Education; *Situational Leadership

The Missouri Department of Elementary and Secondary Education selected material produced by Ken Blanchard, co-author of "The One Minute Manager," as the basis for a series of 4-day workshops on situational leadership for school personnel. Among the concepts brought to bear in situational leadership training are that (1) concern for people and concern for production are variable dimensions of four general leadership styles, (2) leadership must be suited to the situation, (3) the nature of the situation is determined by the development level of the "workers" or "followers," and (4) increasing the development level of workers makes them less dependent on the leader and less demanding of the leader's time. To provide a richer mix of experience among workshop participants, school districts are encouraged to send business and government leaders from the community to the training sessions along with school personnel. An abstract of the introductory situational leadership workshop presentation and a page of notes and diagrams prepared by one workshop participant are appended. (PGD)

ED 258 107 CG 018 310

Moore, Nancy E.; Sumner, Margaret G.
Support Group for Children of Divorce: A Family Life Enrichment Group Model.
PUB DATE- Feb 85
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association of Social Workers (New Orleans, LA, January 31-February 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Divorce; Family Counseling; Family Life; *Group Counseling; Intermediate Grades; Models; Parent Child Relationship; *School Activities; Social Support Groups
IDENTIFIERS- Children of Divorce (Program)

This paper presents a group work model for social workers, guidance counselors, psychologists, nurses, and teachers, to use with children who are experiencing the separation or divorce of their parents. The model is the basis of a 1-day treaining and consultation workshop for the Children of Divorce program offered by the Family Life Enrichment program of the Training and Consultation Institute, Hartford, Connecticut. Background information on the program is provided along with a brief description focusing on the program's philosophy and setting. The theoretical model for the program is presented with suggestions for starting a group within the school setting; these include recruitment, screening, and scheduling considerations. The content of the group sessions is briefly described with examples of possible presentation techniques. Adaptations of the model for use with different age levels are also presented. (KGB)

ED 258 151 CS 008 060

Bartlett, Joan C.; Moore, Janet R.
Postsecondary Reading and Study Skills Laboratories: Variations and Similarities.

PUB DATE- Jun 85
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Learning Laboratories; Postsecondary Education; *Reading Centers; *Reading Skills; Resource Materials; *Study Skills

In this report about reading and study skills laboratories in colleges and universities, the importance of considering the differing needs of each institution and knowing what has been successful in different situations is stressed. The report presents descriptions of five developmental skills laboratories, representing an urban community college, a non-secular university, a state university, a city university with open enrollment, and a predominantly black university. Following a review of the literature, the report contains a description of each facility, with an overview and information on materials in general, and print materials in particular. It also lists recommended components of a study skills laboratory. The appendixes contain a list of laboratory resources, a textbook bibliography for a laboratory, and a brief bibliography of professional test guides. (EL)

ED 257 973 CE 041 634

Reaching and Helping Unorganized and Disadvantaged People. Courier No. 33.

Asian - South Pacific Bureau of Adult Education.

PUB DATE- Apr 85
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Adult Literacy; *Community Action; *Developing Nations; *Economically Disadvantaged; Females; Illiteracy; Literacy; *Private Agencies; Program Evaluation; Rural Areas; Rural Development; *Theater Arts; Womens Education
IDENTIFIERS- Bangladesh; Sierra Leone

The articles in this issue are mainly concerned with how to reach the poorest and most disadvantaged sections of the population and how best to help once contact has been made. "Nijera Kori in Retrospect: In Search of an Organization of the Rural Poor" (Mohiuddin Ahmad) provides extracts from an evaluation of this grassroots, village-based, nongovernmental organization working mainly with women in Bangladesh. "People's Action in Asia: Constraints, Possibilities, Breakthrough Points" (Kamla Bhasin and Baljit Malik) contains an analysis of nongovernmental organizations in Asia and discusses how some of those working towards people's participation in development are approaching the task. Some extracts from a lecture by Bakthan Tychicus on "education for liberation" provide the reader with his philosophy on how to help people understand their situation and from that understanding to look for ways to improve that situation. "Popular Theatre, Conscientization, and Popular Organization" (Ross Kidd) provides the background to what popular theater is and how it can help people transform structures keeping them exploited and dependent. "Third World Popular Theatre" (Michael Etherton) describes a play developed by and for landless laborers and discusses how popular theater can be used. "Continuing the Literacy Debate" (Heribert Hinzen) contains stories and outlines of reports taken from personal experience. (YLB)

ED 258 051 CE 041 796

Automotive Fuel and Exhaust Systems.
Marine Corps Inst., Washington, DC.
REPORT NO.- MCI-35.25a
PUB DATE- 5 Nov 80
NOTE- 133p.; For related documents, see CE 041 790-795.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Auto Mechanics; Behavioral Objectives; Continuing Education; *Correspondence Study; Course Content; Engines; Independent Study; Learning Activities; *Mechanics (Process); Military Training; *Motor Vehicles; Programed Instructional Materials; Study Guides
IDENTIFIERS- *Automotive Exhaust Systems; *Automotive Fuel Systems

This correspondence course, originally developed for the Marine Corps, is designed to provide mechanics with an understanding of the construction, operation, malfunction, diagnosis, maintenance, and repair of the fuel and exhaust systems used in automobiles. The course contains five study units covering fundamentals of gasoline engine fuel systems, maintenance of gasoline engine fuel systems, fundamentals of compression-ignition fuel systems, maintenance of compression-ignition engine fuel systems, and construction and operation of exhaust systems. Each study unit begins with a general objective, which is a statement of what the student should learn from the study unit. The study units are divided into numbered work units, each presenting one or more specific objectives, and illustrated unit texts. At the end of the unit texts are study questions. A review lesson completes the course. (KC)

ED 258 184 CS 208 882

Doheny-Farina, Stephen
Writing in an Emerging Organization: An Ethnographic Study.
PUB DATE- 84
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; Administrators; *Group Dynamics; Interpersonal Communication; *Organizational Communication; *Technical Writing; *Writing Processes; *Writing Research
IDENTIFIERS- *Collaborative Writing

A study was conducted to examine the collaborative writing process of a group of executives at a financially unstable computer software company as they wrote a business plan to encourage investment in the company and to determine how the process affected the corporate structure. Data were collected from field notes, tape recorded meetings, open ended interviews, and discourse based interviews compiled during visits to the company from three to five days a week for approximately eight months. During the collaborative invention process two significant things happened: (1) for the first time, the vice presidents made large scale decisions without the approval of the president, and (2) it was discovered that the company president had mismanaged the finances, and his autonomy was reduced. Thus, the collaborative writing process influenced the corporate structure as well as what was written. The process of collaboration reflected the change in authority of the participants by ultimately proceeding along the lines of the production group's new team committee approach. The study indicated that writing even a brief passage from the plan involved complex social processes, and suggested that teachers might do well to recognize this reciprocal relationship when integrating collaborative team projects into their technical, business, and professional writing courses. (HTH)

Utt, Sandra H.; Anast, Adrian
A Hero's Homecoming: A Comparative Analysis of Photographic Coverage.
PUB DATE- Aug 85
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985). Photographs may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Comparative Analysis; Content Analysis; Decision Making; *Intermarriage; Journalism; *Newspapers; *News Reporting; *Photographs; Photography; Public Opinion; Racial Bias; *Racial Identification; Racial Relations
IDENTIFIERS- Editorial Policy; Goodman (Robert); *Photojournalism; United States (North); United States (South)

A study was conducted to examine how newspapers from both northern and southern states handled news photographs of the homecoming of Lieutenant Robert Goodman, a black Air Force pilot who was captured and then released by Syria. This report focuses specifically on the newspapers' presentation of Lt. Goodman's interracial marriage. The study sought to determine whether newspapers carried two photographs of Goodman's homecoming--his arrival at Andrews Air Force Base and a press conference later that day at the White House--and whether Goodman's wife was systematically excluded from the photo coverage. All daily newspapers from 10 southern and 8 northern states were analyzed for three consecutive days in January 1984. The findings indicated that there was a systematic exclusion of Goodman's wife from the photographic coverage of his homecoming. However, the decision to exclude her was not uniform among the papers sampled. While both northern and southern papers cropped Goodman's wife from photos, northern papers, more consistently than southern papers, did so. The southern papers also gave the story better visual coverage overall. While specific editorial judgments and motives cannot be anticipated, it appeared that southern papers were more liberal in their coverage. The results suggest that, by including Goodman's wife, southern papers were providing a subtle legitimation of interracial couples, while the northern papers conveyed a veiled message reinforcing same-race marriages. (A list of newspapers studied as well as copies of the two photographs are appended.) (HTH)

ED 258 277 CS 209 126

Roberts, Churchill L.
The Cultivation Effects of Television Violence: Further Testing.
SPONS. AGENCY- National Association of Broadcasters, Washington, D.C.
PUB DATE- Feb 85
NOTE- 88p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adults; *Programing (Broadcast); Television; *Television Research; Television Surveys; *Television Viewing; *Violence
IDENTIFIERS- *Social Perception; *Social Reality

A study was conducted to explore the hypothesis that heavy television viewing, particularly the viewing of a great deal of violence, cultivates certain misconceptions about social reality. Four counties in Florida were selected for the study on the basis of geographical location and amount of violent crime. Survey questionnaires were administered to 524 adolescents in their classrooms in May 1984, and to 507 adults via telephone interviews during the summer of 1984. The findings for the adolescent sample provided only scant evidence that television might alter perceptions of social reality in a way that is consistent with its content. However, adults who watch a great deal of television or regularly view programs containing a great deal of violence expressed a heightened sense of danger and selfishness. Even when such factors as education and income are taken into account, the relationship between television viewing or the viewing of violence programs and fear of violence remains significant. Further research should seek to determine more precisely the processes by which cultivation takes place or by which psychological and sociological factors affect both television viewing and perceptions of reality. (DF)

ED 258 293 CS 504 945

East of the Sun, West of the Moon.

Children's Audio Service, Chapel Hill, NC.

SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- 18 Nov 84

NOTE- 20p.; Pilot project aired on WUNC Radio in Chapel Hill, North Carolina, November 18, 1984.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Childhood Attitudes; Children; *Educational Radio; *Listening Habits; *Media Research; *Programing (Broadcast); Radio

IDENTIFIERS- *Childrens Radio; National Public Radio

Intended for anyone interested in providing children with a quality alternative to current children's broadcast programing, this report presents the results of a survey of radio listening habits and attitudes. The report's introduction describes development of a pilot radio program for children by Children's Audio Service (CAS) unit of the Southern Educational Communications Association (SECA) that was subsequently distributed to all National Public Radio stations. The first section of the report then discusses the results of a survey of children, parents, and station representatives conducted before and after broadcast of "East of the Sun, West of the Moon." The second section of the report relates a variety of lessons learned by CAS during the production and evaluation of the radio program. (HTH)

ED 258 338 EA 017 828

Hord, Shirley M.; Hall, Gene E.
Principals Use Research-Based Techniques for Facilitating School Effectiveness.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- R&DCTE-R-3192
PUB DATE- 84
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educational Change; Educational Development; Educational Improvement; Educational Research; Elementary Secondary Education; Innovation; Instructional Improvement; Instructional Innovation; *Leadership; *Principals; *School Effectiveness; Teacher Administrator Relationship; *Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- Concerns Based Adoption Model; Stages of Concern Questionnaire

Research shows that principals with strong leadership qualities are a critical factor in effective schools. This paper describes three research based techniques that principals can use when making decisions about how to help teachers develop their skills. The Concerns Based Adoption Model (CBAM) is an empirically based conceptual framework that outlines the process individual teachers experience as they implement a new program. Important data supplied by the model includes the stages of concern (SOC). Assessment procedures used in the model are: one to one interviews, open ended statements of concern, and the SOC questionnaire. Another technique is the Levels of Use Concept (LOU) which describes how performance changes as individual teachers become skillful with a new practice. A focused interview has been developed to assess LOU that requires a trained or certified interviewer, but a more informal interview called the "one legged conference" can be used by the principal. Innovation Configurations Theory (IC) describes the differing operational forms of an innovation that result as teachers put it into practice in their classrooms. The theory includes the use of the Innovative Configuration Component Checklist which documents the parts of the innovation actually in use. (MD)

ED 258 230 CS 209 016

Smith, C. Zoe
Fritz Goro on Tape: An Emigre Photojournalist's Professional Biography.

PUB DATE- 4 Aug 85
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Immigrants; *Journalism; Photocomposition; *Photography
IDENTIFIERS- Journalism History; *Life Magazine; *Photojournalism

Emigres associated with Black Star Picture Agency and "Life" shared much in common: most were well-educated European Jews who became journalists after being involved in other professions and most had worked for German magazines and had emigrated to the United States to pursue their careers while escaping the Nazis. After being trained on the editorial staffs of two German magazines, Fritz Goro was forced by the Nazis to abandon his career. He and his family emigrated to France in 1933 and he turned to a second career, photography, in order to survive. He discovered that he could apply what he had learned in Germany about candid photography to his own photoreportages. Goro wanted to emigrate to America but had trouble obtaining a visa. He finally arrived in the United States with is family in 1936. Goro than joined Black Star and, like other photographers who had fled Hitler, he produced photo essays for "Life." After five years with the agency, Goro went directly under contract to "Life." He became a staff photographer in 1944 and was a scientific/medical specialist for twenty-seven years. During conversation on two separate occasions with Goro, it became clear that his background, discipline, and talent enabled him and others like him to move into the mainstream of the developing American picture magazine business. (Author/DF)

ED 258 246 CS 209 043

McLeod, Jack M.; And Others
Beyond Believability: A Comparative Analysis of What the Public Knows and Thinks about Television and Newspaper News.
PUB DATE- Aug 85
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Credibility; *Knowledge Level; Mass Media Effects; *Media Research; *News Media; *Newspapers; *Public Opinion; *Television

A study sought answers for seven questions about the public's orientation toward television news. Television interviews were conducted with 823 adult residents of Dane County, Wisconsin, during October 1983 by trained graduate students and advanced undergraduates as part of a communications research methods course. Results showed that the public does not know very much about the structure and operation of television and newspaper news. Many people seem to have some information about how television works but few people have strong, well-organized patterns of knowledge of news operations. Answers to the question of what attitudes the public held about television and newspaper news revealed a mixture of strong supporters and strong detractors. Higher levels of knowledge were not associated with more favorable attitudes toward television news, and the varying levels of knowledge and attitude did not seem to be related to the time spent with the media and their news content. Finally, media knowledge and attitudes only slightly affected perceptions of helpfulness of television news and did not affect newspaper knowledge at all. Much more explication and research need to be done in developing the concepts of media news knowledge and attitudes. (DF)

ED 258 339 EA 017 829

Webster, Loraine; Wood, Robert W.
Attitudes of South Dakota Elementary and Secondary Parents toward the Public Schools.
PUB DATE- May 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Literacy; *Discipline; *Educational Attitudes; Elementary Secondary Education; Evaluation Methods; Merit Pay; *Parent Attitudes; Parent School Relationship; Public Opinion; Questionnaires; *State Surveys; Taxes; Teacher Salaries
IDENTIFIERS- Gallup Poll; Nation at Risk (A); *South Dakota

This report presents the results of a modified version of the 1983 Gallup Poll survey of parents of school-aged children in South Dakota. Parents of elementary and secondary school students were asked to grade the nation's and their state's schools and were surveyed on the following topics: their perceptions of the causes of discipline problems, their willingness to raise taxes for local schools, their desire for higher standards for South Dakota schools, their feelings about lengthening the school day or year, their feelings about computer education, their perceptions of teachers' salaries, their response to "A Nation at Risk," their sources of information about schools, and their involvement in the schools. Findings include the following: The majority of these parents do not want the school year or day lengthened, want more computer education, are willing to pay higher taxes, and support merit pay for teachers. The parents assign schools a "B" grade, obtain the majority of their information about schools from their children, and are actively involved in school activities. Overall the study reveals a positive attitude toward education in South Dakota. (MD)

ED 258 355 EA 017 853

The Equal Access Act: Implications for Secondary School Policies. Public Law No. 98-377, Effective: August 11, 1984.
Christian Legal Society, Oak Park, IL.
PUB DATE- 84
NOTE- 50p.
AVAILABLE FROM- Publication Sales, The Christian Legal Society, P.O. Box 2069, Oak Park, IL 60303 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); Elementary Secondary Education; *Equal Protection; Extracurricular Activities; *Federal Legislation; Freedom of Speech; Guidelines; Intellectual Freedom; Religious Organizations; *School Law; *State Church Separation; Student Organizations; Student Rights
IDENTIFIERS- *Equal Access Act 1984

These guidelines are intended to inform school administrators about the scope and limitations of the Equal Access Act (Title VIII of Public Law 98-377), which provides equal access to school facilities for students who wish to meet for religious, political, philosophical, or other discourse. First, an overview of the act describes its various provisions. Second, the history of the act is reviewed to help understand both the reasons and the broad support for the act. A discussion of the various constitutional rights protected by the act follows, including a review of the Supreme Court decisions regarding religious activities in the public schools. The guidelines conclude with a series of questions and answers on issues pertinent to school administrators: (1) Who and what is covered by the act? (2) When is the act triggered? (3) How may a school implement the act? (4) What is a school not authorized to do? (5) How is the act enforced? (6) What authority does the school retain? and (7) additional questions. Two appendixes provide (1) statements concerning Equal Access guidelines by its two Congressional sponsors, Don Bonker (D-Washington) and William F. Goodling (R-Pennsylvania), and (2) the Equal Access Act guidelines. A bibliography is included. (TE)

ED 258 369 EC 172 738

Maring, Gerald H.; And Others
Five Cooperative Learning Strategies for Mainstreamed Youngsters in Content Area Classrooms.
PUB DATE- 85
NOTE- 9p.; For related papers, see EC 172 737-739.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Classroom Techniques; *Content Area Reading; *Cooperation; *Disabilities; Elementary Secondary Education; *Reading Instruction; Small Group Instruction

Teaching strategies that promote cooperative learning within heterogeneous, small groups of students, can be effective ways to deal with mainstreamed students in content area instruction. Cooperative learning not only develops academic competencies, but promotes positive peer relationships. To set the stage for cooperative learning, students must become familiar with rules pertaining to individual behavior in small group settings. Five instructional strategies are discussed: (1) the jigsaw, in which students learn a task and then teach it to others; (2) list-group-label, in which students focus on interrelationships of concepts and words; (3) small-group structured overviews, in which students work together to complete missing parts of a partially completed hierarchical schema; (4) survey, predict, read, and revise, in which students brainstorm, predict and revise responses regarding assigned reading; and (5) translation writing, in which group members construct for themselves an abstract of the textbook written in their own words. (CL)

ED 258 386 EC 172 905

Special Education Manual.

Alberta Dept. of Education, Edmonton. Special Educational Services Branch.

PUB DATE- Dec 84
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; *Disabilities; Elementary Secondary Education; Financial Policy; Foreign Countries; Handicap Identification; Individualized Education Programs; *Legislation; *Program Administration; Referral; *Special Education; Student Evaluation; Student Placement; Young Adults
IDENTIFIERS- *Alberta

The manual provides an overview of legislation, policies, and guidelines pertaining to special education in Alberta, Canada. The introductory chapter presents a rationale for special education with sections on policy, guidelines, and procedures; standards; the Cascade model of service delivery; education of disabled adult students; alternative placements; and programs for sensory multi-handicapped students. Chapter 2 addresses legislation and regulations regarding grants, programs, and funding. The final chapter covers administration and operation, with sections on plans for identification, placement, programing, and evaluation. Extensive appended materials include information on programing for disabled adults, institutional services, and the Special Education Contingency Fund. (CL)

ED 258 402 EC 172 922

Jones, Philip R.; And Others

An Evaluation of Public and Nonpublic Special Education Programs Used by Montgomery County Public Schools. Volumes I, II, III and Executive Summary.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

SPONS. AGENCY- Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

PUB DATE- Nov 83

NOTE- 636p.; Print in Volume III is poor and will not reproduce well.

LANGUAGE- English

EDRS Price - MF03/PC26 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Cost Effectiveness; *Disabilities; Elementary Secondary Education; Expenditure per Student; Individualized Education Programs; Private Schools; *Program Effectiveness; Program Evaluation; Public Schools; *Severe Disabilities; Student Characteristics; *Student Placement

IDENTIFIERS- *Montgomery County Public Schools MD

The four-volume study compared the costs and characteristics of public and nonpublic special education programs serving moderately and severely handicapped students in Montgomery County (Maryland) Public Schools (MCPS). Data are discussed according to five research questions. First, demographic characteristics are presented, and it is recommended that reviews of the racial and sexual composition of placements be conducted. Second, public and nonpublic programs for this population are summarized via charts. It is recommended that MCPS develop and revise descriptions of public and nonpublic facilities. Third, student record reviews, observations, and interviews with practitioners are analyzed, suggesting that students were not receiving all of the services specified on the individual educational programs (IEP), and that IEPs were not well documented. Fourth, per-pupil costs are identified for internal and external levels in terms of discrete costs, transportation costs, special education and general overhead costs. Projections of per-pupil costs by programs and levels for fiscal years 1982-1988 are specified. The final question examines the cost effectivenss of the current approach and stresses the need for MCPS to expand its internal programs to accommodate the majority of students placed in nonpublic programs. The first three questions are dealt with in the first volume, "Analysis of Students, Program Characteristics, and Service," which includes among its appendices the study design and data collection documents. The fourth question is the subject of the second volume, "Analysis of Costs for Provision of Levels V and VI Special Education Programs by Montgomery County Public Schools 1978-1982." The fifth question is taken up in the third volume, "Findings, Summary, and Recommendations," and the fourth volume is the Executive Summary. (CL)

ED 258 419 EC 172 939

Scruggs, Thomas E.; Osguthorpe, Russel

Tutoring Interventions within Special Education Settings: A Comparison of Cross-Age and Peer Tutoring.

PUB DATE- Apr 85

NOTE- 26p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Behavior Disorders; *Cross Age Teaching; Elementary Education; *Learning Disabilities; *Peer Teaching; Student Attitudes; Tutorial Programs; Tutoring

Two experiments compared cross-age and peer tutoring interventions within special education settings. In experiment 1, 47 elementary age learning and/or behaviorally disordered (LD/BD) students acted as tutors of younger LD and BD students. In experiment 2, 31 same-age LD and BD students alternated tutor and tutee roles. In both experiments, tutors and tutees exhibited academic gains. Only in experiment 1, however, were attitudinal gains observed. Findings suggested that both cross-age and peer tutoring represent effective and versatile interventions for special and remedial settings and both are positive alternatives to independent seat work or practice activities. (Author/CL)

ED 258 437 EC 180 208

A Social Studies Activities Guide for Students in Special Education.

New York City Board of Education, Brooklyn, N.Y. Div. of Special Education.

PUB DATE- Jul 82
NOTE- 356p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Disabilities; Elementary Education; History; *Social Studies; Special Education; World Affairs
IDENTIFIERS- *New York (New York)

The guide uses an activities-based approach to reinforce both social studies content and skills for special education elementary students. The guide has been designed to correspond with the scope and sequence of New York City's Minimum Teaching Essentials. Six themes are examined: (1) developing individuality and a sense of self (social/emotional and physical identity); (2) living and working at home and school (personal and environmental growth and change, use of sample tools); (3) living and working in New York City (earning a living, information sources, transportation modes); (4) living in neighborhood communities (exploration of local area, neighborhood changes); (5) world environments (map and globe skills, natural resources); and (6) our nation (the first Americans, colonial America, establishment of the United States). Each theme includes information on skills development and a list of key concepts and objectives. (CL)

Teaching Chinese Children. A Teacher's Guide.
Nuffield Foundation, London (England).
REPORT NO.- ISBN-0-904956-22-9
PUB DATE- 81
NOTE- 140p.; A product of the Nuffield Chinese Children's project.
AVAILABLE FROM- Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y5AP (3.30 pounds sterling).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- Cantonese; *Children; Chinese; *Classroom Techniques; Curriculum; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Immigrants; *Refugees; *Second Language Instruction; Teaching Guides; Vietnamese

A collection of works on problems of and techniques for teaching Asian immigrant children in Great Britain includes an introduction (R. P. Sloss); background information on the Chinese in Britain (H. D. R. Baker); background on the Vietnamese in Britain (P. J. Honey); "Teaching English as a Second Language with Suggestions for Chinese Children" (M. Leclerc); and "Language Difficulties for Cantonese-Speaking Pupils" (R. C. Hunt and So Yan Kin), with notes on Vietnamese (J. H. Davidson), and including notes on common errors in grammar and phonetics and a list of references. Appended materials include a suggested language structure syllabus for grades 1-6 and a guide to language structure and list of verb patterns for secondary level pupils, both extracted from "The Threshhold Level for Modern Language Learning in Schools" of the Council of Europe. (MSE)

Curt, Carmen Judith Nine
Non-Verbal Communication in Puerto Rico. Second Edition.
Evaluation, Dissemination and Assessment Center for Bilingual Education, Cambridge, MA.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
REPORT NO.- ISBN-0-89857-269-X
PUB DATE- May 84
NOTE- 92p.
AVAILABLE FROM- Evaluation, Dissemination, and Assessment Center, Lesley College, 49 Washington Ave., Cambridge, MA 02140.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- Body Language; *Classroom Communication; *Culture Conflict; *English (Second Language); Eye Movements; Group Behavior; *Interpersonal Communication; *Nonverbal Communication; *Puerto Ricans; Second Language Instruction; Social Behavior

Observations of the contrasts between Puerto Rican and Anglo nonverbal communication patterns, and their relevance in the classroom, are outlined and discussed. A general observation is that what is acceptable and permissible in one culture is usually not in the other, and teachers are urged to develop ways of making Anglo and Latin American children aware of these differences in patterns in order to promote understanding and facilitate commmunication, not to change the cultural identity of either group. An introductory chapter on the cultural identity is followed by two papers given at conventions of the Teachers of English to Speakers of Other Languages, including "Non-Verbal Communication in Puerto Rico" and "Non-Verbal Communication in the ESL Classroom, a Frill or a Must?" Additional chapters are devoted to discussion of specific nonverbal behaviors: smiling; staring and eye contact; silence vs. noise; clothes; money matters; laughter and play; frankness vs. reticence; and greetings, farewells, and interruptions. A case study of the linguistic and nonverbal characteristics of Puerto Rican children in a Brooklyn district in 1975 and a paper on Hispanic-Anglo conflicts in non-verbal communication are also included. A bibliography is provided. (MSE)

Utterback, Ann S.
College Admissions Face to Face: Prepare Yourself for Interviews and Campus Visits.
REPORT NO.- ISBN-0-9613816-0-4
PUB DATE- 84
NOTE- 91p.
AVAILABLE FROM- Transemantics, Inc., 1601 Connecticut Avenue, N.W., Washington, DC 20009 ($6.95 per copy; $5.95 for over 10 copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Admission Criteria; Admissions Counseling; *Admissions Officers; *College Admission; *College Applicants; Higher Education; Information Sources; Interpersonal Communication; *Interviews; Private Colleges; Questionnaires; State Colleges; *Student Evaluation

Guidelines for students preparing for college admissions interviews are presented, including results of a survey of admissions directors. Questionnaire responses were obtained from all but three directors of 48 public and 52 private colleges and universities, including the Ivy League and highly competitive schools and each state's main state university. Directors indicated whether interviews were required, the percentage of students who interviewed, and the value of interviews. They also offered advice for prospective applicants, which is summarized. In addition to discussing stages of the interview (beginning, middle, and end), pre-interview and post-interview processes are considered. Topics include: summer versus fall interviews, making an appointment, the college folder, researching the school, campus tours, questioning students, the role of parents, what to wear to the interview, reactions to the interview, important discussion topics, reactions to the campus visit, and the applicant's thank you letter. In addition to the on-campus interview, the pre-application campus visit, college nights or fairs, and alumni interviews are addressed. Appendices include practice interview questions, an interview evaluation form, the survey questionnaire, and a list of selected college guides. (SW)

ED 258 497 HE 018 405

Bottomley, Wayne N.; Leonora, Arnold B.
Intersectional Grade Distribution Analysis. SAIR Conference Paper.
PUB DATE- Oct 84
NOTE- 24p.; Data table contain light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; Comparative Analysis; Course Content; *Courses; *Grades (Scholastic); *Grading; Higher Education; Institutional Research; Student Evaluation
IDENTIFIERS- *Embry Riddle Aeronautical University FL; SAIR Conference

Differences in grades received by students in different sections of the same college course were evaluated at Embry-Riddle Aeronautical University in fall 1983 and compared to spring 1983 findings. After determining grades for each section of a particular course, the chi-square test for "k" independent samples was applied to the data to determine if there were statistically significant differences in grade distributions by section. In fall 1983, 26.6 percent of all courses had significant differences in the outcome distribution of grades between sections. This is an increase of 12.5 percent compared to spring term 1983 findings. While some of the differences may be due to unusual differences in student groups between sections, some may result from different presentations of material or through different evaluation and grading procedures. It is suggested that colleges should enforce measures designed to give students a fair and equivalent opportunity for a grade in a course regardless of the section, thus ensuring a reasonable level of consistency both in instructional content and in evaluation practices. An array of data tables are appended. (SW)

ED 258 511 HE 018 469

Hearing on Collective Bargaining at Private Educational Institutions and in the Performing Arts. Hearing before the Subcommittee on Labor-Management Relations of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, Second Session on H.R. 3291 and H.R. 5107.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 85

NOTE- 179p.; Portions are marginally legible due to small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Administrators; *Artists; *Collective Bargaining; *College Faculty; Employment Practices; Federal Legislation; Hearings; Higher Education; *Participative Decision Making; Personnel Policy; *Private Colleges; *Unions

IDENTIFIERS- Boston University MA; Congress 98th; *National Labor Relations Act; National Labor Relations Board v Yeshiva Univ

Hearings on proposed legislation to amend the National Labor Relations Act are presented. H.R. 3291 would protect the right of faculty at private educational institutions to engage in collective bargaining, while H.R. 5107 is intended to make meaningful the right of performing artists to engage in collective bargaining. H.R. 3291 stipulates that faculty members in educational institutions will not be deemed managerial or supervisory employees solely because they participate in decisions concerning courses, curriculum personnel, budget, or other educational policy matters. Testimony from a number of college and university representatives in support of H.R. 3291 has in common the view that the Supreme Court was wrong in the National Labor Relations Board v. Yeshiva University decision. It is suggested that the condition of higher education in 1984 has resulted in minimal and declining faculty participation in governance and control over hiring, promotion, and tenure in most institutions. Supplementary materials include a report on the declining economic position of Boston University faculty, letters from musicians and artists, and sample entertainment agreements. (SW)

ED 258 525 HE 018 483

Lowe, Mildred; And Others
Historical Survey of Higher Education Act Title II-B Fellowships: 1965-1982.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 85
NOTE- 105p.
CONTRACT- 300-83-0157
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Annotated Bibliographies; Doctoral Degrees; *Employment Level; *Federal Aid; Federal Legislation; *Fellowships; Higher Education; *Information Science; *Librarians; Library Science; Masters Degrees; Minority Groups; Productivity; Professional Recognition; Status; *Writing for Publication
IDENTIFIERS- Higher Education Act Title II

Fellowships awarded under the Library Career Training Program (Title II-B of the Higher Education Act of 1965), were studied to determine the impact of the program on the library and information science profession, as well as to identify the accomplishments of past recipients. Most recipients entered the program during 1965-1970, a period of full-funding. Information was obtained on: the professional positions held for all the doctoral and post-master's recipients and 10 percent of the master's recipients; recipients' contributions to the profession; and the effect of changes in the program in 1971. Attention was directed to the recipients' employers, employment status, employment level, publishing productivity, and honors/recognition. A strong record of achievement, particularly among doctoral recipients, was found along with entry into the profession of a substantial number of minority group librarians. Among doctoral and post-master's recipients, about one-third were employed in library schools, slightly under two-thirds in libraries, and the remaining in other information-related organizations. Included are an annotated bibliography of about 45 publications; statistical findings; and a list of the publications to which recipients contributed, with author and citation frequencies. (SW)

ED 258 539 IR 011 690

Christoffel, Pamela
Higher Education and New Information Technologies: Trends and Issues.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
REPORT NO.- CERI/NT/84.03
PUB DATE- Jul 84
NOTE- 40p.; Contained in papers of the International Conference on Education and New Information Technologies (Paris, France, July 9-12, 1984), see IR 011 688.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; Counseling; Economic Factors; *Educational Policy; Educational Research; *Educational Trends; Futures (of Society); Government Role; Higher Education; *Information Science; *Policy Formation; School Business Relationship; Surveys; Teacher Role; Videotex
IDENTIFIERS- *Computer Uses in Education

Prepared for a 1984 Organisation for Economic Cooperation and Development (OECD) conference, this report is primarily based on responses by ten member countries to a survey concerning the introduction of new information technologies--computer assisted and managed instruction, computer science training, software, and educational uses of telecommunications--into higher education. The first section outlines current developments at the national level in terms of planning, policy formation, public policy developments in specific member countries, and the influence of industry. Also discussed are developments at the institutional level that relate to expanding the education mission through new information technology use in professional, distance, and general education; developing new educational functions; searching for courseware; use of computer assisted counseling, computer assisted instruction, computer managed instruction, networking systems, and videotex systems; access to broad information and databases; the impact of research; the role of faculty; and the influence of industry. Issues that will confront policymakers and educators in the future are also addressed, as well as public policy issues that must be resolved in member countries and major questions still facing colleges and universities. Countries participating in the survey are listed as Belgium, Finland, France, Ireland, Japan, Scotland, Sweden, Turkey, and the United Kingdom. (MBR)

ED 258 552 IR 011 707

Sleeman, D.; And Others

Pascal and High-School Students: A Study of Misconceptions. Technology Panel Study of Stanford and the Schools. Occasional Report #009.

Stanford Univ., Calif. School of Education.

PUB DATE- Aug 84

NOTE- 34p.; For related document, see IR 011 711.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Course Evaluation; *Error Patterns; *Experimental Teaching; High Schools; High School Students; *Instructional Material Evaluation; Learning Experience; *Programing; Programing Languages; Psychological Studies; Screening Tests; Teaching Methods; Test Construction; Test Results

IDENTIFIERS- *Pascal Programing Language

In an attempt to initiate a new approach to the teaching of Pascal, a study was conducted to ascertain the difficulties students encountered when they attempt to learn this computer language. Screening tests were given to 68 students in grades 11 and 12 who had just completed a semester course in Pascal. The purpose of the test was to detect possible difficulties in basic constructs such as reading and printing data, assignments, and the several control structures provided by Pascal. This test that showed over 50% of students had major difficulties with Pascal, and those problems are described, with notations as to whether the errors were frequent, or fairly frequent, or occasional. A group of 35 students were given a detailed clinical interview which is also described, and their explanations of why errors occurred are given as well. A discussion of the data includes a summary of the investigators' assessment of the students interviewed and profiles of typical students. Finally, a comparison is drawn between this and similar studies, and the report concludes with a plan for future investigations which will include: (1) a look at the difficulties high school students have with advanced concepts of Pascal and also with Logo; (2) an attempt to determine whether the errors noted in this study can be remediated; and (3) experimentation with different teaching/presentation strategies. (JB)

ED 258 567 IR 011 722

Working with Villagers. Media Resource Book: Skill Exercises, Line Drawings, Recipes for Making Teaching Tools and Materials. Activities, Media Skills, and Sample Lessons for Training Fieldworkers in Home Economics and Family Planning.

American Home Economics Association, Washington, D.C.; Peace Corps, Washington, DC. Information Collection and Exchange Div.

PUB DATE- 77
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Color; Design; *Developing Nations; Family Planning; Home Economics; Illustrations; *Production Techniques; *Visual Aids; Volunteer Training
IDENTIFIERS- *Line Drawings; *Peace Corps

Designed for use in conducting media production training with Peace Corps fieldworkers, this manual is divided into three sections: skill exercises, line drawings, and directions for making art supplies from easily obtainable, low cost resources. Nineteen step-by-step skill exercises cover basic cutting, wet and dry mounting, simple drawing, freehand lettering, cutting and enlarging, tracing, and making blackboard stencils. Each exercise is divided into five sections: (1) beginner's skill requirements; (2) materials; (3) production process; (4) helpful suggestions; and (5) criteria for evaluating completed projects. Guidelines are also given for using the blackboard, flannelgraphs, and flip charts with village audiences. Suggestions for effective utilization of color and design describe creative ways to enhance visuals. Simple line drawings of subjects frequently used in making visuals for villagers are provided for fieldworkers to trace, copy, and enlarge. These drawings provide the illustrations needed in the prototype lessons, and optional head drawings allow fieldworkers to make their illustrations more racially exact. The concluding section contains recipes for making such low cost media materials as paste, ink, dyes, paints, rubber cement, and modeling clay. (JB)

ED 258 581 IR 051 177

Meeting Changing Needs. National Commission on Libraries and Information Science Annual Report, 1982-1983.

National Commission on Libraries and Information Science, Washington, D. C.

PUB DATE- 30 Apr 84

NOTE- 75p.; For related documents, see ED 241 013, ED 248 902, and IR 051 176.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Annual Reports; Cooperative Programs; Electronics Industry; Ethnic Groups; Information Needs; *Information Science; *Information Services; Library Education; Library Instruction; *Literacy Education; *Needs Assessment; Older Adults; Public Agencies; *Technological Advancement

IDENTIFIERS- *National Commission Libraries Information Science

During Fiscal Year 1983, the three major program thrusts of the National Commission on Libraries and Information Science (NCLIS) were (1) Improving Library and Information Services to Meet Changing Needs; (2) Technology and Productivity; and (3) Improving the Dissemination of Federal Information. Activities related to special constituencies focused on the library and information needs of cultural minorities, the elderly, and the rural population. NCLIS also continued its work on literacy programs with other members of the library and information community and several agencies of the executive branch. In the program area of technology and productivity, NCLIS cooperated with IBM in a series of studies which examined the impact of demographic shifts, the new technologies and their applications to the library/information field, and the use of these new technologies by special constituencies. Another new focus for NCLIS was the education of users of library and information services and changing requirements for the education of information professionals. The year was also marked by a strengthened role for NCLIS as resident expert for the executive branch as shown by its frequent participation in projects with various federal departments and agencies. (BBM)

ED 258 595 IR 051 208

Barnett, Lynn

Indexing in ERIC.

PUB DATE- 83
NOTE- 44p.; Chapter 6 of Indexing Specialized Formats and Subjects, Hilda Feinberg, Ed. Metuchen, NJ: Scarecrow Press, 1983 (ISBN-0-8108-1608-3) p109-152.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracting; *Databases; Guidelines; Indexes; *Indexing; *Information Retrieval; Information Seeking; Information Services; Information Systems; Online Searching; Search Strategies; Subject Index Terms; Thesauri; Vocabulary
IDENTIFIERS- Current Index To Journals In Education; Educational Information; *ERIC; Manual Searches; Resources In Education

This chapter describes how ERIC addresses the problems resulting from four conditions that make it unique in the indexing field: (1) its subject area includes a wide range of subspecialists; (2) its clientele is extremely diverse; (3) it has a dual retrieval purpose--for both manual and computer access; and (4) its retrieval is challenged by the inexact language of the social sciences. Since these problems also affect the way ERIC is organized, discussion focuses first on ERIC's functions, activities, and structure. The types of indexes and other products and services it provides are then discussed, and indexing guidelines and aids are described in detail to show not only how the information system coordinates its indexing process, but also how that process affects retrieval. The concluding section describes quality control in ERIC in terms of vocabulary maintenance procedures. Appendices include a listing of the ERIC Clearinghouses with descriptions of their areas of specialization; sample displays from the print indexes; sample ERIC descriptors representing population concepts; sample publication types and their codes; and sample descriptor group codes. (BBM)

ED 258 609 JC 850 261

The Ford Foundation: Urban Community College Transfer Opportunities Program. Narrative Report: San Diego City College.

San Diego City Coll., Calif.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 30 May 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Transfer Students; *Community Colleges; Minority Groups; Program Descriptions; *Student Personnel Services; *Transfer Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Urban Transfer Opportunities Program

Information is provided regarding the achievements of San Diego City College's (SDCC's) For-Trans Project, a series of activities designed to increase the number of minority students enrolled in transferable majors; increase project students' academic skills, level of academic preparation, and level of retention; provide career transfer guidance; increase faculty effectiveness; and improve support services for transfer students. Section I lists the services provided by the For-Trans Project, including the identification of candidates for transfer, an invitational introductory meeting for students and faculty, a meeting with faculty senate and selected department chairs, application workshops for students, financial aid workshops, individual counseling for transfer students, and seminars for specific college majors. Section II looks at the status of completion of the project's objectives. After section III indicates that there were no changes in the program that affected allocations, section IV lists ways in which the project has been institutionalized at SDCC. (AYC)

ED 258 623 JC 850 332

Crowder, Daniel B.
The Importance of the Humanities in the Age of High Technology.

PUB DATE- 21 Oct 83
NOTE- 16p.; Paper presented at a Meeting of the Mid-South Association of Community and Junior Colleges (Dyersburg, TN, October 21, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Curriculum; Community Colleges; *Educational Needs; Humanistic Education; *Humanities; *Technological Advancement; Two Year Colleges

During the half a million years that man has been on earth, three fundamental technological revolutions have taken place: the agrarian revolution, the industrial revolution, and the era of high technology. In contrast to the first two revolutions, the high tech revolution has taken place at a much more rapid rate, causing pressures that have many people reeling in confusion while trying desperately to determine intelligent ways to adapt. This revolution has tremendous implications for American community colleges, especially as it applies to preparing workers for changes in their old positions and for emerging occupations. There is a tendency for some schooled in the humanities to view the whole mechanical world as an unwelcome intrusion on the world of higher thought and to resist changes to the traditional college curriculum. By contrast, those trained in the sciences and technologies urge radical alteration of the curriculum to prepare people for the myriad of new technical occupations they see emerging on the scene. What is called for is a rational analysis of the emerging high technology era and its implications for program and course content in community college curricula. A review of research on the jobs and skill requirements of the future indicates that: (1) no more than 5% to 7% of the new job openings will be in high technology, with most new employment opportunities requiring little technological knowledge; (2) the average worker of the future will change careers or require job retraining several times during his/her working years; and (3) employers express preference for their employees to possess the intellectual skills of the liberal arts rather than specific job skills. In summary, the liberal arts, and especially the humanities, are the heart and core of a college education and should be an integral part of every technical program. (AYC)

ED 258 637 JC 850 350

Powers, Stephen; And Others
Attributions for Success and Failure in Algebra of Samoan Community College Students: A Profile Analysis.
PUB DATE- Aug 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; *Attribution Theory; Community Colleges; Comparative Analysis; Mathematics Achievement; *Samoan Americans; Sex Differences; *Student Characteristics; *Success; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *American Samoa; United States (Midwest)

Sex differences in attributions for success and failure in algebra of Samoan community college students were examined and compared with attributions of a large group of mainland U.S. students. study included the Mathematics Attribution Scale: Algebra Version (MAS), which assessed students' attributions of achievement in algebra to their effort, their ability, the task, and the environment; the Achievement Motivation Scale, which assessed the degree to which an individual was trying to succeed in school; the Rosenberg Self-Esteem Scale, which measured the self-acceptance aspect of self-esteem; and the Anxiety Scale, which assessed areas of general anxiety. The instruments were administered in class to 127 students enrolled at American Samoa Community College in March 1985. Results were compared with findings from a 1972 study of high school students in Minnesota and Wisconsin. Study findings included the following: (1) men and women students did not differ in their attributions for success and failure in algebra as measured by the MAS; (2) in comparison to mainland students, Samoan students reported a significantly greater attribution for success in algebra to their effort and to a conducive learning environment, and attributed failure to the difficulty of the task to a significantly lesser extent; and (3) Samoan students who attributed their success to their ability tended to be less anxious and have greater self-esteem, while those who attributed their failure to their lack of ability tended to be more anxious. (AYC)

ED 258 651 JC 850 366

Mitchell, Vicki L.; Mitchell, Kenneth E.

European Study Tour Guidelines.

PUB DATE- May 85
NOTE- 8p.; Paper presented at the Annual National Conference on Teaching Excellence and Conference of Administrators (7th, Austin, TX, May 22-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Fund Raising; *Program Development; *Study Abroad; Two Year Colleges
IDENTIFIERS- *Europe

Guidelines are presented for planning and financing European study tours at the community college level. First, a rationale for incorporating study tours of Europe within the community college curriculum is presented and the benefits of such tours in providing students with experiences they could not normally have are outlined. Next, the paper offers suggestions to help avoid potential problems: e.g., a course to prepare students with background information and basics about travel should be taught the semester prior to the tour; two or more disciplines can be the focus of one tour; and the tours can best be offered every other year at a community college. Then, money-making projects to involve students in helping to finance the tour are suggested, e.g., a Halloween spook house, art calendars, art auctions, and personal community projects. The following section presents the basic mechanics of a study tour and includes suggestions as to the optimum size of the group; the best time to travel; safety and travel hints; and appropriate behavior in foreign countries. (HB)

ED 258 665 JC 850 380

Palmer, Jim
Assessing the Employment Experiences of Community College Vocational Program Graduates: A Review of Institutional Follow-Up Studies.
PUB DATE- 10 Jun 84
NOTE- 48p.; Graduate seminar paper, University of California at Los Angeles.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Community Colleges; Education Work Relationship; Employer Attitudes; *Employment Patterns; *Followup Studies; Graduate Surveys; Institutional Research; Literature Reviews; *Outcomes of Education; Participant Satisfaction; *Research Problems; Vocational Education; *Vocational Followup

This paper reviews a sample of follow-up studies conducted by community colleges to determine the employment experiences of occupational program graduates. Part I discusses the types of follow-up studies conducted, including institutional follow-up studies of graduates from individual vocational programs, of all vocational graduates, and of vocational graduates and their employers; and statewide follow-up studies of community college vocational graduates. A discussion of the limitations of these studies follows, focusing on the one-shot nature of their designs; failure to control for respondent bias; absence of control groups; lack of control for prior employment experience; infrequent disaggregation of findings by program; and inconsistency in data collection efforts among cooperating colleges. Part II summarizes the findings of studies as they relate to employment rates of graduates, the relationship between graduates' employment and their community college training, further education taken by graduates, graduates' satisfaction with their training at college, and employer assessment of graduates as employees. Finally, Part III proposes a centrally-coordinated statewide research effort as a means of improving understanding of the relationship between community college vocational education and employment. (Author/LAL)

ED 258 679 JC 850 394

Geering, A. D.
Associate Diploma in Training and Development: Evaluation Report of the Study Units and Course.
South Australian Coll. of Advanced Education, Adelaide. City/Underdale Campus.
PUB DATE- Nov 84
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Educators; *Associate Degrees; Course Evaluation; Distance Education; Foreign Countries; Inservice Education; On the Job Training; *Participant Satisfaction; Postsecondary Education; Program Evaluation; Student Characteristics; *Teacher Education
IDENTIFIERS- *Australia

An evaluation was conducted of the South Australian College of Advanced Education's Associate Degree in Training and Development, a two-year, individually negotiated program for people who work, or aspire to work, in the training and development field in industrial, commercial, or service organizations. A questionnaire was mailed to all 268 past and present students, soliciting student background information, evaluation of individual courses, and comments on the overall program. Study findings, based on 98 usable responses, included the following: (1) 84% of the respondents were female; (2) 53.7% were using external study modes, and 68.4% of these rated the college's external studies unit as "good" or "excellent"; (3) most of the respondents had completed less than half of the credits for the degree; and (4) at least two-thirds of the respondents felt that the program was meeting their needs and the courses were offered at an appropriate level, although respondents were critical of the instructional materials for some units. Appendices include the questionnaire, evaluation data on the individual units in the program, and two detailed course evaluations. (AYC)

ED 258 694 PS 015 090

Enrolment of Immature School-Aged Children in Early Childhood Services Programs.

Alberta Dept. of Education, Edmonton.

PUB DATE- Mar 85
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Early Childhood Education; *Educational Policy; *Elementary School Students; *Enrollment; Foreign Countries; Grade 1; Guidelines; *Maturity (Individuals); Parent Responsibility; Policy Formation; Private Schools; Public Schools; Questionnaires; *School Entrance Age; School Registration; *Special Programs; State Surveys; Test Use
IDENTIFIERS- Alberta

A survey was made of developmentally immature school-age children enrolled in early childhood services (ECS) in Alberta, Canada. In addition to basic questions of cost, incidence of school-age children's enrollment in the ECS program, and educational impact of delayed or second-year enrollment in ECS programs, questions were raised concerning the following issues: cut-off dates for grade 1 enrollment, person(s) responsible for the decision to delay ECS enrollment, number of second year ECS enrollments based on formal testing results, tests used, type of ECS programming required by immature children, the child's entitlement to ECS before grade 1, and financial responsibility after a year of ECS programming. A total of 383 surveys were mailed; 281 were sent to private ECS operators and 102 were sent to public jurisdictions. A total of 299 surveys were returned. Findings and conclusions are reported, and recommendations with accompanying rationales are offered. Appended materals include related policy statements, a copy of the survey instrument, actual and projected enrollment figures for school-age children in ECS programs, cut-off dates for grade 1 enrollment, frequencies by zone of persons making the decision to place immature children, a list of tests used in placement decisions, and information about respondents' points of view on the enrollment of immature children in ECS programs. (RH)

ED 258 708 PS 015 181

Scholtes, Peg
Connecting Volunteers with Teenage Parents: A Good Way to Beat the Odds.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 85
NOTE- 112p.; Program funding was provided by: United Way of Dave County, The Capital Times, Alliance for Children and Youth, The Wisconsin State Journal, and the Kids Fund.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; Birth Rate; *Early Parenthood; Guidelines; Outreach Programs; *Prevention; Program Administration; *Program Development; Program Evaluation; Sexuality; *Volunteers; Volunteer Training
IDENTIFIERS- Childbirth Coaches; *Project CONNECT; *Wisconsin

Describing Wisconsin's Project CONNECT, this handbook provides information enabling communities to start and operate a volunteer-based, prevention-oriented program of support services for teenage parents. Chapters 1 and 2 provide brief overviews of problems associated with adolescent parenthood from national and community perspectives. Chapter 3 summarizes the 5-year history of Project CONNECT, indicating its origin in the Family Enhancement Program in Dane County, Wisconsin. Chapter 4 provides materials to aid volunteers in exploring their motivations and values. Chapter 5 contrasts medical and prevention models of intervention and lists beliefs, values, and goals of the Family Enhancement Program, with particular attention being given to family wellness and health enhancement. Chapter 6 delineates ways of using volunteers to provide services to teenage parents. Chapter 7 describes in detail a 10-step model of project development. Chapter 8 briefly discusses the staffing and funding of the project, while chapter 9 provides basic information about program evaluation. Materials related to the project are appended. Appendix I includes a brochure, screening exercises, a volunteer training outline, a volunteer survey instrument, volunteer reporting forms, guidelines for childbirth coaches, a program evaluation form and data, and sample letters. Appendix II provides guidelines for conducting a facilitated meeting and a sample agenda, a list of assumptions concerning the process by which individuals change, a teen sexual activity fact sheet, and data concerning live births in Wisconsin in 1981. In conclusion, prevention and volunteer program resources for adolescent parents are listed. (RH)

ED 258 723 PS 015 224

Neely, Elaine M.

An Annotated Bibliography Concerning Children of Divorce: Meeting Their Needs in the Elementary Classroom.

PUB DATE- Apr 85
NOTE- 45p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Annotated Bibliographies; Bibliotherapy; *Classroom Techniques; *Divorce; Elementary Education; Glossaries; Literature Reviews; Parent Teacher Cooperation; *Self Concept; *Student Behavior; Teacher Attitudes; *Teacher Role

Entries in this annotated bibliography are divided into three sections: (1) an overview of information about the effect of divorce on the parent and child; (2) a review of studies and literature pertaining to the impact of divorce on elementary school students; and (3) a review of literature suggesting guidelines, activities, and techniques for teachers to use in helping the child of divorce adjust. The second section focuses on literature concerning the effects of divorce on self-concept, behavior, and academic achievement. The third section addresses the importance of teacher attitudes and teacher-parent relationships. The bibliography provides a glossary of terms, a summary, conclusions, and recommendations. A list of fiction, nonfiction, and picture books for use in bibliotherapy with children of preschool, elementary, and middle school age is appended. (RH)

ED 258 737 RC 015 244

Bevan, G. H.
Alberta Education Curriculum Review, Part 1. Publications of the Curriculum Branch.
Alberta Dept. of Education, Edmonton. Minister's Advisory Committee on Curriculum Policies.
PUB DATE- Jan 84
NOTE- 65p.; For Part 2 of this report, see RC 015 245.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Evaluation; Elementary Secondary Education; *Evaluation Criteria; Foreign Countries; *Minority Groups; *Textbook Bias; Textbook Evaluation
IDENTIFIERS- *Alberta; *Audits

This report contains a description of the first part of the Curriculum Branch's audit of the program of studies, curriculum guides, textbooks, and other learning resources in Alberta, Canada, which was undertaken for three purposes: (1) to determine the adequacy of the ways in which tolerance, understanding, and respect for minority groups and individuals are addressed and fostered; (2) to identify areas where changes are required; and (3) to recommend appropriate follow-up action. The terms tolerance, understanding, and minority groups are defined, after which the review plan is discussed with attention to the common reporting form and the acceptable, problematic, and unacceptable rating categories. The account of the reporting procedure is followed by descriptions of the six audit criteria which are abbreviated to read: avoids unfair judgments, nurtures positive self-image, contains unfair judgments or generalizations, conveys excellence, fails by omission, and conveys the nature and values of critical thinking. Results of the audit indicate that although 78 of the 83 documents were acceptable, all suffered from minor flaws; monographs and manuals were typically neutral; and 4 of 19 social study units were problematic. Specific short- and long-term recommendations are made, and rationales for the recommendations are given. Appendices include judgement criteria, curriculum audit focus statements, audit reporting form, curriculum documents published by the Curriculum Branch, and a chart on relating communication and critical thinking skills to the four core academic curricula. (PM)

ED 258 340 EA 017 835

Lilly, Edward R.
Quality Circles and Organizational Change in Educational Administration.
PUB DATE- Jul 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrative Organization; *Decision Making; *Educational Administration; *Educational Change; Evaluation; *Participative Decision Making; *Problem Solving; Productivity; Selection; Training
IDENTIFIERS- Facilitators; *Quality Circles

Quality circles are groups of people performing similar work that meet regularly to improve their work settings. Since the quality circle is a means for organizational change, it is helpful to place the concept within the literature of organizational change in the field of educational administration. With the use of quality circles, change occurs at two stages: (1) in the process of making decisions, and (2) as an outcome of the decisions made. The quality circle concept can be compared to similar change programs, such as autonomous work groups and participative decision-making processes. The role of middle management, individual differences, diffusion, and persistence have emerged as significant issues in organizational change. Problems relating to these issues that surface with quality circles are the individual's decision to participate, problem selection, and the degree of satisfaction for circle members. The use of quality circles in educational administration provides a natural field setting in which the study of group problem-solving may be advanced. The literature on quality circles is sparse, and more investigation and analysis of the concept are warranted if it is to be applied to the field of education. (MD)

ED 258 370 EC 172 739

Maring, Gerald H.; Furman, Gail
Seven Individualized Reading and Study Strategies for Mainstreamed Students in Content Area Classes.
PUB DATE- 85
NOTE- 8p.; For related papers, see EC 172 737-738.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Classroom Techniques; *Content Area Reading; *Disabilities; Elementary Secondary Education; *Individualized Instruction; *Mainstreaming; Teaching Methods

The paper describes ways in which mainstreamed special education students can engage in individual assignments to master course content. The activities include developing a word parts dictionary which addresses prefixes, roots, and suffixes of the subject area; highlighting the textbook to sort out main ideas, vocabulary words, and supporting details; providing tapes of selected parts of each textbook chapter; taping without a text to reinforce class lectures; obtaining low readability texts; rewriting portions of the text; and using low readability summary cards. Such individualized activities lessen the amount of pull out time required and, once developed, can decrease teacher preparation time. (CL)

ED 258 387 EC 172 906

Doherty, P. J.
Special Education in N.S.W.: Principles Underlying the Provision of Services.
PUB DATE- Apr 85
NOTE- 17p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Educational Philosophy; Educational Technology; Elementary Secondary Education; Foreign Countries; Intervention; Normalization (Handicapped); Program Development; Student Evaluation
IDENTIFIERS- *Australia (New South Wales)

The paper addresses the principles underlying special education services in New South Wales, Australia. Ten principles are elucidated: (1) the recognition that all children benefit from an educational program; (2) a belief in the benefits of intervention as early as possible; (3) similar goals for special education yet different means from those of regular education; (4) the concept of normalization (including tenets of placement in the least restrictive environment and in age-appropriate programming); (5) the emphasis of developing functional life skills (using adaptations of the normal curriculum where possible); (6) use of assessment procedures (such as interviews and observations) upon which individualized education programs can be developed; (7) the importance of community consultation; (8) the necessity of quality preservice and inservice teacher education; (9) the creative use of technology, particularly in areas of communication, mobility, and life skills training; and (10) the use of prevalence figures for planning. It is asserted that adherence to the 10 principles will promote flexibility in service delivery. (CL)

ED 258 420 EC 172 940

Jenkins-Friedman, Reva; Anderson, Margaret A.

Gifted Plus: A Unit Designed to Teach Gifted Children about Their Abilities.

PUB DATE- Apr 85
NOTE- 9p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Gifted; *Orientation; *Seminars; Student Characteristics; Talent; Units of Study

An approach (the "orientation seminar") is described to help gifted students understand their abilities and learn to act effectively in future social and academic situations. The seminar consists of nine sessions to be used in sequence with the following topics: (1) pre-measures of self-concept, attitudes, myths and realities, (2) orientation to the seminar, (3) characteristics of gifted and talented students, (4) relationship of intelligence to giftedness, (5) ways to free creative thinking, (6) values about one's abilities, (7) stress/burnout, (8) simulated problem solving, and (9) the future in the gifted program. Preliminary data from field testing with 20 junior high students, and their teachers are presented in a session-by-session format. (CL)

ED 258 438 EC 180 209

Adeeb, Patty; And Others

What's a Teacher To Do? A Referral Process for Special Education Serivces.

PUB DATE- Mar 85
NOTE- 12p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Handicap Identification; *Intervention; Models; *Referral; Screening Tests

The paper provides guidelines for the classroom teacher in making effective referrals for special education services. The three phases of the referral process are delineated: (1) identification of the problem, (2) documentation/intervention, and (3) the activation of screening and staffing teams. Detailed suggestions for conducting the activities in phase two of the referral process are provided. Documentation/intervention includes observations of students' behavior, conferences concerning the identified problem, and both preventive and remedial interventions. (Author/CL)

ED 258 454 FL 015 082

Ross, Claudia
Compound Nouns in Mandarin.
PUB DATE- 84
NOTE- 32p.; Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages (Chicago, Illinois, November 16-18, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Grammar; *Mandarin Chinese; *Morphology (Languages); *Nouns; Second Language Learning; Structural Grammar

Strategies for the interpretation and formation of Mandarin Chinese compounds, designed for the English-speaking learner of Mandarin, as well as the linguist, make a distinction between two compound types: lexical and phrasal. While both types consist of sequences of verbs and nouns, lexical compounds are indivisible words formed in the lexicon, and phrasal compounds are sequences of words joined by syntactic phrase structure rules. While rules for the combination of categories can be identified for both compound types, only phrasal compounds may be freely formed by these rules. In contrast, categories combined in accordance with lexical rules may not result in actually occurring words. The language learner needs to identify compound processes as lexical or phrasal in order to know when he can use a process freely to produce well-formed expressions. (Author/MSE)

ED 258 498 HE 018 406

Rogers, Brenda H.
The Use of Non-Cognitive Variables in the Prediction of Black Freshmen's Academic Performance. SAIR Conference Paper.

PUB DATE- Oct 84
NOTE- 24p.; Paper presented at the Annual Meeting of the Southern Association for Institutional Research (Little Rock, AR October 24-26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Affective Measures; Aptitude Tests; *Black Students; College Admission; *College Freshmen; Educational Background; Females; *Grade Point Average; Higher Education; Individual Characteristics; Males; *Prediction; Predictor Variables; Questionnaires; Sex Differences; Student Attitudes
IDENTIFIERS- Non Cognitive Questionnaire (Sedlacek); *SAIR Conference

The validity of William Sedlacek's Non-Cognitive Questionnaire (NCQ) for predicting college grade point average (GPA) of black freshmen was studied with 259 black freshmen at North Carolina State University. The relationship of the 24 NCQ items to their first-year GPA was examined through regression analyses. In the past the regression model on which admission decisions have been based included three variables: high school GPA, and Scholastic Aptitude Test (SAT) math and verbal scores. Predictive models for black males and females were examined separately. For both males and females, high school GPA was the best predictor of college GPA, and SAT scores were not significant. The significant NCQ items differed for males and females. Showing pride in leadership activities, not getting easily discouraged, and expecting to have a difficult time at college were three noncognitive items that predicted black males' college GPA. For black females, the most important noncognitive variable was having support from friends and relatives to attend college. The items related to pride in accomplishments and support from friends and relatives were related to GPA. The incorporation of noncognitive factors into an admission's interview is discussed, and the NCQ is appended. (Author/SW)

ED 258 610 JC 850 264

Compton Community College's Transfer Opportunities Program: Narrative Report to the Ford Foundation.

Compton Community Coll., Calif.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 84
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); *Black Students; *College Transfer Students; Community Colleges; *Hispanic Americans; Minority Groups; Outreach Programs; Program Descriptions; *Transfer Programs; Two Year Colleges; *Two Year College Students

An overview is provided of the activities and accomplishments of Compton Community College's Project ACCT (Access for Community College Transfer), a program designed to increase the transfer rate and academic preparation of Black and Latino students within the district. Introductory material examines trends with respect to the educational participation and attainment of minority group students in California; and discusses changes in the demographic composition of the Compton Community College District. Next, the activities of Project ACCT are described, including a four-pronged, multifaceted outreach component designed to provide information on postsecondary education to a broad range of potential college and university bound students. This section includes information on the use of College and University Information Workshops to educate students, parents, counselors, faculty, and community residents about the various goals and benefits of each of the segments of postsecondary education; the provision of campus tours for faculty members and counselors from public and private high schools in the district; the development of a series of parent workshops to promote home environments conducive to long-range academic growth; workshops and programs for over 3,800 high school students; and the development of a series of flyers and posters for distribution to local schools and community centers. Next, Compton's successes in transferring minority students to four-year institutions are highlighted, and plans to further confront the underpreparation of the college's students for university work are discussed. Additional sections describe Compton's honors program, University Bridge workshop series, consortium involvements, and other efforts to improve retention and transfer. (AYC)

ED 258 652 JC 850 367

Sturtz, Alan J.
The Status of Planning at Community, Junior and Technical Colleges in the Northeast: Results of the Survey--August 1984.
South Central Community Coll., New Haven, CT. Office of Institutional Research, Planning and Development.
PUB DATE- Jan 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Administration; *College Planning; *Community Colleges; Questionnaires; Surveys; Two Year Colleges
IDENTIFIERS- United States (Northeast)

In summer 1984, a survey was conducted of 190 community, junior, and technical college presidents in 11 northeastern states regarding the status of planning at their institutions. The study sought institutional data and information on current and future planning efforts. Based on responses from 103 presidents, study findings revealed: (1) 79.6% of the respondents indicated that they had an institutional plan and, of these, 84% had a planning committee; (2) 53 of the colleges had appointed planning committees with committee membership ranging from 3 to 30; (3) 69.5% of the colleges with plans used a 3-year planning period; and (4) 45 of the 82 colleges with plans included programs, facilities and personnel elements in their institutional plans. The survey instrument and staff titles of planning officers are appended. (HB)

Barrington, Diane M.

An Annotated Bibliography of the Literature Dealing with the Impact of Divorce upon the Academic Performance, Emotional Adjustment, Self-Concept, and Behavioral Changes of Children of Divorce and the Diagnosis of and Strategies for Alleviating Negative Symptoms of Divorce.

PUB DATE- Apr 85
NOTE- 55p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Annotated Bibliographies; *Behavior Change; Children; *Classroom Techniques; *Divorce; Elementary Secondary Education; *Emotional Adjustment; Glossaries; Intervention; Literature Reviews; *Self Concept

Annotated citations in this bibliography are divided into two sections: (1) statistical studies concerning the impact of divorce on students, and (2) diagnostic studies and suggested strategies for dealing with the issue of marital separation and divorce and their effects in the classroom. A glossary of terms, a summary of findings, conclusions, and recommendations are offered. (RH)

ED 258 356 EA 017 854

Hord, Shirley M.
Collaboration or Cooperation: Comparisons and Contrasts, Dilemmas and Decisions.
Texas Univ., Austin. Research and Development Center for Teacher Education.
REPORT NO.- R&DCTE-R-3203
PUB DATE- Jan 85
NOTE- 25p.; Paper presented at the Meadow Brook Symposium on Collaborative Action Research in Education (Oakland University, January 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Cooperation; Cooperative Planning; *Cooperative Programs; *Educational Cooperation; *Institutional Cooperation; Interpersonal Relationship; *Models
IDENTIFIERS- *Collaborative Research

This report discusses collaboration and cooperation in the field of education, describing them as distinctly different operational processes between either individuals or organizations, with each mode requiring different kinds of input and each yielding different sorts of returns. Based on these premises, the report attempts to briefly answer the following questions: How are collaboration and cooperation different? What requirements can be expected when using each model? What are the subsequent rewards? and What is the value of distinguishing between them? In the main section, the literature is explored on the topic of concepts and paradigms of individual, organizational, and interorganizational behavior. Also reviewed are the reports of agencies and institutions that "cooperated," "coordinated," "collaborated," or "consorted." Another section compares and contrasts collaboration and cooperation, using 10 categories. A third section further refines these definitions into preliminary models for explicating the process of cooperation and collaboration. A 25-item reference list is provided. (DCS)

Pfannkuche, Anthony; And Others

Learning to Learn a Foreign Language. Principles of Second Language Acquisition: An Orientation for Foreign Language Teachers.

Center for Applied Linguistics, Arlington, Va.

SPONS. AGENCY- Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.
PUB DATE- Aug 79
NOTE- 157p.; For related documents, see FL 015 098-099.
GRANT- G007801861
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Course Organization; Interlanguage; *Learning Experience; *Learning Processes; *Learning Strategies; Neurological Organization; Program Design; *Second Language Learning; Second Language Programs; *Student Attitudes; Success; Transfer of Training

The manual designed to accompany an orientation seminar for students concerning language learning processes and strategies and the design of their program includes materials for five sessions, in three sections. The first section covers language learning and acquisition in general and contains a survey of the participants' foreign language learning experiences, an introduction, and two readings on transfer of knowledge from first language acquisition. The second section focuses on the language learner and the world and includes a classroom activity on thinking about learning a foreign language, an introduction, three readings on affective factors in second language acquisition, and three essays on what can be learned from the "good language learner." The third section, addressing second language acquisition and teaching, includes a class activity for designing the ideal language program, a demonstration of structure drills, and four readings in which teachers talk about acquisition, learning, and language teaching. (MSE)

ED 258 484 HE 018 392

McLaughlin, Gerald W.; And Others
Results of a Summer Developmental Program on Minority Students with Low Academic Skills. SAIR Conference Paper.
PUB DATE- Oct 84
NOTE- 38p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Little Rock, AR, October 24-26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aptitude; Academic Persistence; Articulation (Education); *Black Students; *College Students; *Developmental Studies Programs; Higher Education; *High Risk Students; Interpersonal Competence; Program Evaluation; Self Esteem; State Universities; Student Attitudes; Student College Relationship; Student Recruitment; Study Skills; *Summer Programs; Time Management; Transitional Programs
IDENTIFIERS- SAIR Conference; *Virginia Polytechnic Inst and State Univ

The implementation and results of the Virginia Student Transition Program at Virginia Polytechnic Institute and State University (Tech) are described. The objective of the 5-week summer program is to facilitate the enrollment and retention of black college students with slightly lower than average aptitude scores through the development of academic and personal skills. During the 1983 summer program at Tech, 42 students were enrolled, and the 1984 program enrolled 52 students. Selection criteria included Scholastic Aptitude Test scores, high school rank, family economic condition, and high school grade point average. Program objectives were to: (1) develop increased knowledge in English, mathematics, biology or chemistry, writing, and reading; (2) develop skills in interpersonal interactions with peers, faculty, and administrators; (3) develop self-confidence and self-awareness; (4) gain knowledge of the complex university structure, its rules, regulations, and policies; and (5) learn successful study methods and time management. The selection of faculty and staff, credit, stipends, opening and closing ceremonies, and program evaluation are briefly discussed. Data on participant responses to attitude surveys administered before and after the summer program are included. (SW)

Sjogren, Clifford F.; Kerr, Lornie G.

Norway. A Guide to the Admission and Academic Placement of Norwegian Students in North American Colleges and Universities.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.; College Entrance Examination Board, New York, N.Y.; National Association for Foreign Student Affairs, Washington, D.C.

REPORT NO.- ISBN-0-87447-204-0
PUB DATE- 7 Jun 85
NOTE- 104p.; Sponsored by Projects for International Education Research (AACRAO-NAFSA). Funds for the project were provided through a grant from the Norwegian Ministry of Cultural and Scientific Affairs.
AVAILABLE FROM- College Board Publications, Box 866, New York, NY 10101 ($9.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Admission; College Graduates; College Programs; *Comparative Education; Course Descriptions; *Degrees (Academic); *Educational Certificates; Educational Testing; Elementary Secondary Education; Eligibility; Foreign Countries; *Foreign Students; Grading; Guidelines; Higher Education; High School Graduates; *Student Placement; Technical Institutes
IDENTIFIERS- Foreign Educational Credentials; *Norway; United States

As part of the Projects for International Education Research, information is provided on Norwegian education and recommendations for admissions and academic placement of Norwegian students studying in U.S. colleges and universities. The overview on Norwegian education includes information on the structure of the system, the 9-year basic school, programs for secondary-level study, technical and vocational schools and institutes, the folk high schools, and the universities, specialized colleges, and regional college system. Course descriptions and information on grading, examinations, certificates and degrees, and faculty are provided. In addition to comparing the educational system of Norway with the United States, the role of the National Council on the Evaluation of Foreign Educational Credentials is considered. Placement recommendations and information for 49 kinds of educational credentials are provided, including information on program entrance eligibility requirements and the length of the programs. Appendices include a glossary, a partial list of tertiary institutions in Norway, names of contacts in Norway who significantly assisted with the guide, descriptions of three offices that serve Norwegian students who study in foreign countries, and a list of members of the National Council on the Evaluation of Foreign Educational Credentials. (SW)

ED 258 526 HE 018 484

The Regents Statewide Plan for the Development of Postsecondary Education in New York State, 1984. Volume I: Regents Proposals for Action and Regents Recommendations.

New York State Education Dept., Albany.

PUB DATE- Oct 84

NOTE- 21p.; For Volumes II and III, see HE 018 485-486.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Access to Education; College Planning; Economic Development; Educational Finance; *Educational Quality; Employment Opportunities; Enrollment Projections; Financial Policy; *Master Plans; *Postsecondary Education; Resource Allocation; School Business Relationship; *Statewide Planning

IDENTIFIERS- *New York

Critical issues facing higher education in New York State and recommendations of the New York Regents are covered in this first volume of the 1984 Regents statewide plan for postsecondary education. Information is provided on goals, issues, proposed actions, and recommendations for each of the following concerns: access, excellence, employment and economic development, diversity, effective use of resources, and enrollment projections. Also provided are 11 postsecondary objectives accepted by the Governor and retained from the 1980 statewide plan. The Regents' top priority in the 1984 plan is to extend educational access in order to provide equal opportunity for postsecondary education. Another goal is to increase the number of handicapped persons and economically disadvantaged and minority students and women who attend and complete college programs, particularly in technical fields. Additional access issues include: ensuring that students can overcome financial barriers to access; increasing the representation of minorities and women among college faculty and professional staff; attracting able students to teaching careers at all levels; assuring opportunities for adults to return to college; and preparing underprepared applicants for college-level study. (SW)

Research and Development Relating to the Educational Applications of New Information Technologies. Overview in Selected Member Countries, Analytical Report on the Survey, and Proposals for International Co-operation.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

REPORT NO.- CERI/NT/84.04-and-Annex-1

PUB DATE- Jul 84

NOTE- 27p.; Contained in papers of the International Conference on Education and New Information Technologies (Paris, France, July 9-12, 1984), see IR 011 688.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Computers; Computer Software; Developed Nations; Educational Research; Equal Education; *Information Science; *International Cooperation; Learning Processes; Questionnaires; *Research and Development; *Research Needs; Research Opportunities; Resources; Surveys; Universities

IDENTIFIERS- *Computer Uses in Education; Research Priorities

Prepared for a 1984 Organisation for Economic Cooperation and Development (OECD) conference, this report begins by briefly describing research findings and proposals and recommendations for research on education and the new information technologies in selected member countries, i.e., the United States, France, the United Kingdom, and Australia; these descriptions reveal trends in which certain similarities can be observed. Research proposals and priorities for each country are introduced so that possible topics for international cooperation can be identified. The findings of a questionnaire sent to selected member country research institutions are summarized. This questionnaire, which sought information about the nature and scope of research and development programs, asked research institutions to classify their work within the following categories: hardware for educational purposes; systems for educational applications; educational application software; the learning process; social and psychological issues; and professional development and training programs. On the basis of the preceding information and conclusions, possible topics and arrangements for research on a cooperative international basis are suggested. (MBR)

ED 258 553   IR 011 708

Policy, Guidelines, Procedures and Standards for School Libraries in Alberta.

Alberta Dept. of Education, Edmonton.

PUB DATE- Oct 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Guidelines; Instructional Materials; Library Collection Development; Library Equipment; Library Facilities; *Library Services; *Library Standards; *Policy; *Program Development; *School Libraries; Staff Development
IDENTIFIERS- *Alberta

In response to wide concern regarding the present state of school libraries in Alberta, Canada, and a strong perception that the quality of school library programs was deteriorating, the Department of Education devised a provincial statement of policy, guidelines, procedures, and standards designed to guide the development and implementation of effective school library programs. This document includes: (1) a policy statement; (2) school library program guidelines; (3) procedures for the Department of Education, including the Media and Technology Branch, regional offices, school boards and school staff; (4) standards for school library program development; (5) standards for library staff; (6) standards for the school library collection; and (7) standards for library facilities and equipment. (JB)

ED 258 568 IR 011 723

International Communique. . . About Information, People, Places, Things. Printing Processes Issue P-8B.

Department of Agriculture, Washington, D.C.; Peace Corps, Washington, DC. Information Collection and Exchange Div.

PUB DATE- Sep 68
NOTE- 13p.; Produced by International Agricultural Development Service.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Instructional Materials; *Material Development; *Printing; *Production Techniques; *Reprography; *Visual Aids
IDENTIFIERS- Hectograph Process; *Silk Screen Printing

Focusing on the production and utilization of printing processes in constructing effective visuals for teaching, this bulletin contains articles on the silk screening stencil process, use of a similar process with a portable mimeograph, and the hectograph process. The first article lists equipment needed to make a silk screen, steps in building the printing outfit, three methods for constructing stencils, recipes for film adherent liquid and water soluble adherent liquid, directions for paint application, screen cleaning procedures, and drying of finished silk screen prints, including instructions for building a drying rack. The second article illustrates use of the portable hand-operated mimeograph, and the third describes a hectograph and gives instructions for its construction and use. The final article briefly describes more expensive processes, i.e., typeset, intaglio, planography (offset), electrostatography (xerography), and diazo. (JB)

Steckman, Elizabeth, Ed.
New Jersey Library Network Protocol Committee. Final Report.
New Jersey State Library, Trenton.
PUB DATE- Jan 85
NOTE- 87p.; Part IV is printed on colored paper and may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- History; *Information Services; *Interlibrary Loans; *Library Networks; Library Statistics; Operations Research; *Reference Services; Referral; Reprography; *Shared Services; State Legislation; State Libraries; Statewide Planning
IDENTIFIERS- Access to Information; *Library Procedures; *Multitype Library Networks; New Jersey Library Network

This report documents the findings and recommendations of a study conducted by the New Jersey Library Protocol Committee, which was formed to study and recommend changes in the current organizational and operational structure of the existing statewide multitype library network and in the patterns for networking and informational services among various network components. The committee was also charged with recommending a set of procedures to be followed by network libraries for the exchange of information and materials, and with recommending policies and procedures for the proposed network should pending legislation be enacted. In the process of conducting its study and making recommendations, the committee examined previous library networking studies, New Jersey library legislation, and the operations of the existing network. This report presents information on the current library network, including its historical development, origins, and operations; reports of subcommittees on bibliographic access, interlibrary loan, reference referral, photocopy, statistics, and procedures, and an additional recommendation by the full committee; and two prototype manuals for (1) reference referral and (2) interlibrary loan and photocopy procedures. Footnotes, a list of documents consulted, and a copy of the charge to the committee are included. (BBM)

ED 258 596 IR 051 210

Naugler, Harold
The Archival Appraisal of Machine-Readable Records: A RAMP Study with Guidelines.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-84/WS/27
PUB DATE- Nov 84
NOTE- 171p.; For related documents, see IR 051 188-189.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Archives; Computers; Computer Software; Confidentiality; Developed Nations; Developing Nations; Evaluation Criteria; *Evaluation Methods; Guidelines; *Library Material Selection; *Policy; Preservation; *Records (Forms)
IDENTIFIERS- *Archival Value; *Machine Readable Data; Records Management

Prepared for Unesco's Records and Archive Management Programme (RAMP), this study is designed to provide archivists and other interested information professionals with an introduction to machine-readable records and to provide guidelines for the appraisal of their archival value. The study assumes no prior knowledge of machine-readable records and should be equally useful to archivists in industrialized and developing countries. The guidelines are based on the policies and practices of those countries with the most experience in this field. This report contains: (1) an introductory discussion of the advantages of computer use in information management and disadvantages of older business systems; (2) background information on computer systems and machine-readable records; (3) procedures for managing machine-readable records; (4) guidelines and criteria for the appraisal of both the content and the technical attributes of machine-readable records; (5) descriptions of two processes for anonymizing personal data to protect confidentiality in machine-readable records; (6) discussion of issues involved in transborder data flow; and (7) summary conclusions in the form of recommended policies and practices, or guidelines. Appendices include appraisal forms and procedures developed by the Public Record Office (United Kingdom), the National Archives and Records Service (U.S. General Services Administration), and the Machine Readable Archives Division of the Public Archives of Canada, and a glossary of terms. A bibliography is also provided. (BBM)

ED 258 624 JC 850 337

Koefoed, Julius O.
A Comparison of Attrition Rates for Three High-Risk Student Populations and the General Student Population at Kirkwood Community College.
PUB DATE- 6 Jun 85
NOTE- 36p.; Ed.D. practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Community Colleges; Comparative Analysis; Dropout Research; *High Risk Students; School Holding Power; School Surveys; *Student Attrition; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Kirkwood Community College IA

A study was conducted at Kirkwood Community College (KCC) to determine whether three groups of "high risk" students had a higher rate of attrition than the general student population. The study sought to test whether the three groups identified from an earlier study as being "high risk" in terms of attrition (i.e., students who changed major in the first year of enrollment; students who dropped classes without adding classes; and female students who were non-career majors, part-time, and over 30 years of age) were more likely to become non-persisters than the general student population. A random sample of 252 students was selected from the 38,556 students who had been enrolled at KCC during the three years prior to September 1984. Study findings revealed: (1) the small size of the sample of female, non-career major, part-time, and 30 years of age or older and students who had changed major in their first year precluded meaningful comparison with the general student population; and (2) analysis of additional data indicated that the "high risk" groups were not more likely to become non-persisters than the general student population. (HB)

Instructional Improvement at Santa Barbara City College. Fourth Annual Report: Innovative Teaching Methodology and Research Activities by the Institution's Distinguished Faculty.

Santa Barbara City Coll., CA. Office of Instruction.

PUB DATE- Dec 84
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Community Colleges; *Educational Innovation; Educational Research; *Faculty Development; *Instructional Improvement; *Teacher Improvement; Teaching Methods; Two Year Colleges

Brief descriptions are provided of the programs and activities conducted at Santa Barbara City College (SBCC) to promote instructional improvement, and of the achievements of program participants. After an introduction to the college's commitment to instructional excellence, the following programs are described: (1) the Annual Faculty Lecturer Award for outstanding teaching and exceptional service to the institution; (2) the Great Teachers Seminar; (3) the Fulbright Program; (4) international programs at SBCC: the Semester Abroad Program in Cambridge, England; Campus Abroad program in the People's Republic of China; and Semester Abroad program focusing on Centers of European Art; (5) the Faculty Enrichment Program, which resulted in the development of a new course, "Living in the Information Society," an anthropology culture module on Tibet, a curriculum and methodology guide for English-as-a-Second Language, a new faculty newsletter, a new fitness testing and appraisal laboratory, and computer simulations in archeology; (6) sabbatical leaves; (7) professional growth activities, such as the first annual Leadership Skills Seminar for Women; (8) the California Community College Fund for Instructional Improvement; (9) National Endowment for the Humanities Grants; and (10) two new departmental programs--the Mass Communications and Information Studies major and the Computer-Assisted Drafting and Design program. Each program description is followed by a brief description of the participants and their achievements. (AYC)

ED 258 666 JC 850 381

Adams, Barbara; And Others
Writing for Learning: How to Achieve a Total College Commitment.
PUB DATE- Apr 85
NOTE- 38p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (65th, San Diego, CA, April 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Interdisciplinary Approach; Program Descriptions; Program Development; Two Year Colleges; *Writing Instruction
IDENTIFIERS- *Somerset County College NJ; *Writing across the Curriculum

Various aspects of the writing across the curriculum program at Somerset County College (SCC) are discussed in these four presentations. Introductory comments by Myrna Smith trace the development of the writing across the curriculum program at SCC. Angela Bodino's presentation, "Writing as Learning Across the Curriculum", explores the theory of writing as a powerful learning tool which has stimulated the writing-across-curriculum movement in America, focusing on the purposes of writing, the place of writing throughout the curriculum, the special characteristics of writing as a way of learning, correctness in writing, and the role of critics and evaluators in the writing process. Olivia Bissell's presentation, "Who/How/Why/What," describes SCC's 3-year project to involve all 90 faculty members at the college in a series of ten weekly 2-hour workshops so that they could experience process-oriented writing, discover its potential for learning, and use writing for learning in their own classroom. Next, "Lessons of the Project," by Barbara Adams, presents insights drawn from the project, highlighting the importance of collegewide support and involvement; initial emphasis on influencing faculty; faculty experiencing personally the connection between writing and learning and the value of writing in their own discipline; and creating collegewide consensus on acceptable standards of college-level writing. Concluding comments are provided by Myrna Smith. (LAL)

ED 258 680 JC 850 395

Geering, A. D.
Associate Diploma in Training and Development: Information Booklet.
South Australian Coll. of Advanced Education, Adelaide. City/Underdale Campus.
PUB DATE- 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Educators; *Associate Degrees; *Course Content; Courses; Distance Education; Foreign Countries; Inservice Education; On the Job Training; Postsecondary Education; Program Descriptions; *Teacher Education
IDENTIFIERS- *Australia

The Associate Diploma in Training and Development (ADTD) is one of the four qualifications provided by the Centre for Studies in Adult and Further Education (CSAFE) at the South Australian College of Advanced Education. The ADTD offers a two-year, individually negotiated program for those who work or aspire to work in the training and development field in industrial, commercial, or service organizations. The 72-credit program has four components: an initial analysis of existing competencies; four core courses in teaching methods, instructional technology, training needs analysis, and course design; a Human Resource Development Project; and elective units up to the value of 36 credits. Students may progress through the program at their own pace with advice from the Course Coordinator. Students can choose internal or external modes of study. External study makes us of telephone tutorials, audiotaped or printed lectures mailed to students, and instructional booklets. This booklet on the ADTD provides information on the CSAFE, objectives of the ADTD, entry requirements, program duration, external mode, curriculum structure, units of instruction, timetable of course offerings, study patterns, and detailed information on the courses. (AYC)

ED 258 695 PS 015 097

Zucker, Kenneth J.; And Others
Children's Appraisals of Sex-Typed Behavior in Their Peers.
PUB DATE- Apr 85
NOTE- 35p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Childhood Attitudes; Elementary Education; Elementary School Students; Friendship; Imitation; Kindergarten Children; *Peer Influence; *Role Perception; Sex Differences; *Sex Role; *Social Attitudes; Social Cognition
IDENTIFIERS- *Gender Identity; Happiness

Reported in this document are the results of three experiments investigating the potential influence of peers in gender-role socialization. Children were exposed to a series of vignettes providing information about target children who varied in their degree of masculinity and femininity. Drawn from third through sixth grades, participants included 71 boys and 90 girls in the first study, 102 boys and 137 girls in the second study. In these two experiments, subjects rated their interest in being friends with the target child, how happy they thought the child was, and their interest in emulating the child's behavior. In the first study, the target child was male; in the second, female. A total of 33 boys and 33 girls in kindergarten, first grade, and second grade participated in the third experiment, which incorporated an age-appropriate assessment technique involving nonverbal responses. On the whole, results for the first two experiments indicated that variations in sex-typed behavior influence friendship ratings by same-age peers, with boys' ratings being more profoundly affected than girls' ratings. Both studies also demonstrated that children are sensitive to degrees of "gender-role deviance." Surprisingly, friendship ratings made by boys in the third experiment differed notably from ratings made by boys in the first. (Implications of the findings are discussed.) (RH)

ED 258 709 PS 015 185

Zanone, P. G.; Hauert, C. A.
A Developmental and Cognitivist Approach to a Perceptuo-Motor Task.
PUB DATE- Sep 84
NOTE- 15p.; Paper presented at the Meeting of the British Psychological Society (Lancaster, England, September 14-17, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Foreign Countries; *Males; *Performance Factors; *Visual Stimuli; *Young Children
IDENTIFIERS- *Switzerland; Velocity; *Visual Motor Functioning

Discussed are data concerning a simple visuomotor tracking task, especially the expectations and cognitive representations involved in performing such a task. The task consisted in tracking the horizontal displacement of a target spot on the screen by appropriate forearm rotations. Each subject participated in two sessions: first, at a .8 Hz target frequency and, at least 48 hours later, at a .2 Hz target frequency. In all cases, the performances were recorded during 35 full cycles of target movement. Subjects were 50 children 5 through 9 years of age. Results indicated the existence of a 90 degree phase lag at .8 Hz for the younger groups which, with increasing age, approaches monotonically the adult performance. Two control experiments, exploring the role of the velocity of the stimulus on performance, further investigated the basic characteristics of performance at the age of 6. It is concluded that the tracking of sinewaves by children depends dramatically on target frequency. The acquisition of this skill cannot be adequately described as a monotonic maturational process. One major modification appears at the age of 6 years in the strategy of perceptuo-motor coordination. This modification is relative to the control of the velocity of the movement only in case of spatio-temporal constraints. Two tables and five figures are appended. (RH)

ED 258 738 RC 015 245

Bevan, G. H.

Alberta Education Curriculum Review, Part 2. Learning Resources of the Curriculum Branch.

Alberta Dept. of Education, Edmonton. Minister's Advisory Committee on Curriculum Policies.

PUB DATE- Sep 84

NOTE- 176p.; For part 1 of this report, see RC 015 244.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Curriculum Evaluation; Elementary Secondary Education; *Evaluation Criteria; Foreign Countries; *Minority Groups; *Resource Materials; Test Validity; *Textbook Evaluation

IDENTIFIERS- *Alberta; *Audits

Focusing on educational resources, this report describes part two of the Curriculum Branch's audit of the programs of studies, guides, textbooks, and resources of Alberta, Canada, which was undertaken (1) to determine the adequacy of the ways in which tolerance and respect for minority groups are addressed and fostered, (2) to identify areas where changes are required, and (3) to recommend follow-up action. Except for the validation process, the audit procedure for this phase was similar to that of the first phase. The summary of reviewed material describes how the 2,155 materials audited were assembled for evaluation. Noting that 96% of the materials evaluated were acceptable, the results section discusses the reporting procedure, validity process, and general findings and provides tables displaying audit results. The next section summarizes results by discussing the nature of resources found within each curriclum subject area and by discussing specific material found unacceptable or problematic. In the recommendations section it is pointed out that the findings from part 1 are similar to findings from part 2, and that recommendations from both parts should be considered together. Recommendations include 10 short follow-up actions, and rationale and reference to recommendations made from the first stage are given in each case. Appendices include a listing of prescribed, recommended and supplementary resources titles, resources omitted from audit, resources rated problematic or unacceptable, and the Alberta Heritage Fund Learning Resources. (PM)

ED 258 403 EC 172 923

Lupkowski, Ann E.
Characteristics of Gifted Preschool Children.
PUB DATE- Apr 85
NOTE- 13p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Gifted; *Preschool Children; Preschool Education; *Student Characteristics; *Talent Identification

To identify gifted preschool children, parents and teachers need to be aware of some of the characteristics that these children possess. Gifted preschool children may have verbal and mathematical abilities that are advanced beyond their years, show creativity and imagination, and have an excellent memory. They exhibit a high level of curiosity, showing an interest in a variety of topics and possibly an intense interest in one area. In addition, young gifted children are capable of abstract thinking, and showing advanced reasoning and insight abilities. (Author)

ED 258 371 EC 172 740

The Dance Within: A Pilot Project in Dance for the Handicapped and Teaching Dance for the Handicapped: A Curriculum Guide.

Michigan Dance Association, Lansing.

SPONS. AGENCY- Michigan State Council for the Arts, Detroit.
PUB DATE- 84
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Dance Therapy; *Disabilities; Elementary Secondary Education; Lesson Plans; *Movement Education; Self Concept

The Michigan Dance Association's Dance Project for the Handicapped is the subject of the two pamphlets that make up this document. The first pamphlet, "The Dance Within," describes the history, nature and goals of the Jackson Pilot Project, the first handicapped dance program in Michigan; it also offers suggestions on how to set up similar projects in other communities. The second pamphlet, a curriculum guide, focuses on basic techniques and ideas that can be used with handicapped students. An introductory section addresses the affective and cognitive benefits of dance instruction and considers the role of the teacher/dance therapist in promoting movement and creativity. Ten dance activities are presented and information on each stresses discovering and exploring. The activities center on developing self-image, focusing attention, motivating self-control, expanding expression, interacting with another person, adapting, sequencing, and discriminating. A bibliography with approximately 50 citations on general works, the arts, dance and the handicapped, creative movement/dance, and other resources concludes the guide. (CL)

Shown, D. G.
Historical Development of Special Education in Nigeria.
PUB DATE- 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Educational History; Educational Legislation; Educational Philosophy; Elementary Secondary Education; Foreign Countries; *Special Education
IDENTIFIERS- *Nigeria

The paper traces the history of education in Nigeria before and immediately after the arrival of the colonial masters. Noted are the establishment of missinary schools and the expansion of formal education at all levels, whereas little effort was made to meet the requirements of less privileged pupils with special educational needs. Effects of improved medical services and more awareness of the disabled through such actions as the United Nations General Assembly Resolution 3447 are reviewed. Governmental policies and philosophical stances regarding such topics as mainstreaming and equalization of educational opportunities are reported. (CL)

ED 258 439 EC 180 210

Employers Are Asking...About the Safety of Handicapped Workers When Emergencies Occur.

President's Committee on Employment of the Handicapped, Washington, D.C.

PUB DATE- 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accident Prevention; *Disabilities; *Emergency Programs; *Employers; Industry; Rescue; *Safety Education

The booklet is intended to answer employers' common questions regarding safety of disabled workers during emergencies. The importance of prevention is stressed, and the value of good safety habits in decreasing potential danger considered. Adequate and coordinated planning are seen as critical. Evacuation assistance for the physically handicapped, in the form of preselected buddies or monitors, is described. Other evacuation suggestions include lifting and carrying techniques and devices for transporting disabled persons down stairs. Safety considerations for persons with communications limitations and sensory handicaps are noted. It is suggested that safety drills should include disabled persons. (CL)

ED 258 455 FL 015 083

Gray, Vicky A.

Evaluation of the Grade Nine French Immersion Program in Fredericton, N.B.

PUB DATE- Jan 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Bilingual Students; Comparative Analysis; Foreign Countries; *French; Grade 9; *Immersion Programs; Language Arts; *Language Proficiency; Listening Comprehension; Program Evaluation; Reading Comprehension; Secondary Education; *Second Language Programs; Vocabulary; Writing Skills
IDENTIFIERS- New Brunswick

The academic achievement in French of two cohorts of grade 9 students of a public school early immersion program in New Brunswick, which has total French-language instruction through grade 4 and includes all students in the program except transfers was compared to that of a group of native French-speaking students at a nearby French-language school. The students were tested on academic achievement in French language arts (including three reading comprehension tests, a writing skills measure, a general language arts test, and an overall French language proficiency test requiring reading and writing skills) and linguistic competence in French (including test of French morphology and vocabulary and three tests of listening comprehension). Results indicate that the program has met its goal of continued improvement in French skills during grades 7-9, with test score improvement on all of the relevant measures. The immersion students' level of performance on academic measures of French language arts ranged from grade 5 to grade 8 in comparison with the francophone students, and in linguistic competence the comparison was with grade 6 or 7. The students performed at one or two grade levels below immersion students in major Canadian cities. An increase in the complexity and variety of French language heard by the students is recommended to improve their skills. (MSE)

ED 258 725 PS 015 226

Bushnell, Emily W.; And Others
The Role of Variation in Infant Categorization.
SPONS. AGENCY- Tufts Univ., Medford, Mass.
PUB DATE- Apr 85
NOTE- 35p.; Paper presented at the meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985). Research was supported by a Tufts University Summer Research Fellowship.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Cognitive Ability; *Habituation; *Infants; Memory; Novelty (Stimulus Dimension); *Stimulus Generalization
IDENTIFIERS- Stimulus Characteristics; Stimulus Complexity; Stimulus Familiarity

The role of variation as a determinant of infant categorical responding was investigated in three studies of infants 7 to 7 1/2 months of age. Sixty-three infants, divided into groups of 21 each, were habituated to color slide poses of either one, two, or six different adult female faces. Their responses to a novel pose of a familiar face and a novel pose of a novel face were observed. In every condition, infants generalized habituation to the familiar face, but only infants shown six different faces during habituation responded categorically (that is, generalized habituation to the novel face). Infants shown poses of one, two, and even three different faces during habituation dishabituated to the novel face. They did so even when offered only as many presentations of each particular face during familiarization as were the infants shown poses of six different faces. Thus, infants exposed to limited variation seemed to respond on the basis of memories for the specific few exemplars they had seen, rather than on the basis of an abstracted representation of their shared attributes. It was suggested that infant categorical responding may betoken not an active search for invariants but a passive failure of memory for details, which occurs only when the details are too numerous to keep track of individually. (Author/RH)

ED 258 341 EA 017 837

Kling, Rob
Value Conflicts in Computing Developments: Developed and Developing Countries.
SPONS. AGENCY- National Science Foundation, Washington, D.C. Div. of Mathematical and Computer Science.
PUB DATE- Mar 83
NOTE- 24p.; Based on a Working Paper presented at "Informatica '82" (Rio de Janeiro, Brazil, October 1982), entitled "Value Conflicts in Instructional Computing: Technology and Social Choice in American Schools."
GRANT- NSF-G-MCS-81-117719
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- Banking; *Computer Assisted Instruction; *Computers; Cultural Context; *Economic Change; Elementary Secondary Education; Finance Reform; Foreign Countries; *Information Systems; Money Management; Organizational Communication; Social Systems; *Social Values; Sociocultural Patterns
IDENTIFIERS- Brazil

This paper examines the value conflicts engendered by computing developments in two different institutional settings: electronic funds transfer systems and instructional computing in primary and secondary schools. While specific values depend upon culture and upon the character of the particular institutional setting studied, these two cases serve as instructive points of departure for examining the value conflicts that generally accompany different modes of computerization in other developed and developing countries. In particular, computing developments in Brazil illustrate some of the parallels and contrasts between developed and developing countries. (Author/TE)

ED 258 388 EC 172 907

Zeitlin, Shirley; Rosenblatt, William P.
Family Stress: A Coping Model for Intervention.
PUB DATE- Apr 85
NOTE- 20p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Coping; *Disabilities; *Family Relationship; Infants; *Intervention; Models; *Stress Variables; Young Children

A support program was developed at the John F. Kennedy Medical Center in Edison, New Jersey for families of handicapped children (from birth to the age of 3) who are involved in an early intervention program. A cognitive-behavioral model (the Coping with Stress Model) was designed to help families assess coping effectiveness. The process, which emphasizes parents' capability to determine their own needs, includes parental completion of seven self-rating instruments in an informational needs survey of stressors and coping resources. Summary findings are written and shared with families in terms of strengths and weaknesses in beliefs and values, coping behavior patterns, material resources, and stressors. A family service plan is jointly developed which identifies specific goals and activities for each family member in three areas: (1) acquiring information/education; (2) receiving support/guidance; and (3) participation in therapeutic counseling. Among project activities for family-based intervention are parent support groups, evening programs for fathers, special workshops, and respite care. Data summaries and plans for two families are presented to illustrate the approach. (CL)

ED 258 404   EC 172 924

Connelly, James B.
The Brigance Inventories and the CST Process.
PUB DATE- Apr 85
NOTE- 22p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Diagnostic Tests; *Disabilities; Elementary Secondary Education; *Individualized Education Programs; Skill Analysis; *Test Use
IDENTIFIERS- *Brigance Diagnostic Inventories; *Child Study Teams

Data describing a student's present skill levels are often difficult for all members of a Child Study Team (CST) to understand, and these data often do not readily lend themselves to developing specific goals and objectives for an Individualized Education Program (IEP). The Brigance Diagnostic Inventories (the Inventory of Early Development, the Comprehensive Inventory of Basic Skills, and the Inventory of Essential Skills) use a format that facilitates the understanding of a child's skills, and it combines test results with scopes and sequences for considering and choosing objectives. This is useful for increasing the involvement of the CST members, especially parents. A stepwise method of incorporating the Inventories into the IEP is presented with examples. (Author/CL)

Teeter, Deborah J.; Christal, Melodie E.
A Comparison of Procedures for Establishing Peer Groups. SAIR Conference Paper.
PUB DATE- Oct 84
NOTE- 21p.; Paper presented at the Annual Meeting of the Southern Association for Institutional Research (Little Rock, AR, October 24-26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Colleges; *Comparative Analysis; *Evaluation Criteria; *Evaluation Methods; Higher Education; *Institutional Characteristics; Research Methodology; *Universities
IDENTIFIERS- Kansas; National Center for Higher Educ Management Systems; *Peer Institutions; SAIR Conference; University of Kansas

This paper compares two methodologies for selecting peer institutions used by the National Center for Higher Education Management Systems (NCHEMS) and by the State of Kansas. The University of Kansas was used as a test institution to compare the NCHEMS and Kansas methodologies. Attention is directed to differences in results, the impact of data availability and data quality on results, and whether one methodology provides a better set of peer institutions than the other according to descibed criteria. The procedure used most often at NCHEMS for selecting a group of comparable institutions is based on criteria established by the home institution. After selecting institutional characteristics for judging similarity, institutions are rank-ordered by their similarity. The Kansas methodology was developed to quantitatively assess earlier peer selections that were based on informed judgment. Categories used to determine institutional similarity are enrollments, funding and expenditure patterns, and degree level. Appendices include: a list of characteristics used at NCHEMS to select peer groups for four-year institutions; a list of factors and weights used to determine peer groups for the University of Kansas using the Kansas methodology, and a list of strengths and weaknesses of the two methodologies. (SW)

ED 258 554 IR 011 709

Johanson, Roger P.

School Computing: Some Factors Affecting Student Performance.

PUB DATE- 1 Apr 85
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Literacy; Family Environment; Intermediate Grades; Junior High Schools; *Mathematics Anxiety; Microcomputers; Programing; *Sex Differences; *Student Attitudes; Teaching Methods
IDENTIFIERS- BASIC Programing Language; *Computer Anxiety

This study addresses three questions: (1) whether sex is related to ability and interest in computers; (2) whether a relationship exists between the presence of a computer in the home and a child's ability and interest in computing; and (3) the combination of factors that account for students' perceptions of success in developing programming ability. To investigate these questions, a study was conducted in a central Iowa school district using 380 students in grades 6, 7, and 8. A computer laboratory consisting of 29 microcomputers was used, and class size was limited to 28. The instruction centered on programming in the BASIC language, and additional instructional objectives related to keyboarding skill development, computer operation, and societal impact of computers were included. A survey was administered to all participating students after they had completed the course. An analysis of this data revealed (1) girls were somewhat less likely than boys to express confidence in working with a computer prior to the class, but instruction diminished their fears; (2) having a home computer improved confidence in programming ability in both boys and girls; and (3) the differences between the "have" and "have not" students was reduced after instruction. Also included is the attitude survey used in the computer literacy class. (JB)

Uses of Computers in Education.

Education Turnkey Systems, Inc., Falls Church, Va.

SPONS. AGENCY- National Commission for Employment Policy (DOL), Washington, D.C.
REPORT NO.- NCEP-RR-85-07
PUB DATE- Apr 85
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Bilingual Education; *Computer Assisted Instruction; *Computer Literacy; *Computer Managed Instruction; *Educational Policy; Educational Research; Educational Trends; Elementary Secondary Education; Futures (of Society); Higher Education; Literature Reviews; Microcomputers; Rural Urban Differences; Special Education; Student Attitudes; Teacher Attitudes; *Use Studies; Vocational Education
IDENTIFIERS- *Computer Uses in Education

Based on a comprehensive review of the existing research reinforced by consultation with a panel of experts, this report documents the impact of computers on many aspects of elementary and secondary school operation--e.g., uses to which computers are put, student performance and attitudes, and teacher atttiudes--and also on postsecondary education. Discussions of computer uses in elementary and secondary education cover current use patterns; factors influencing computer use; regional/state, socioeconomic, and urban/rural use differences; and uses in special, vocational, and bilingual education. Projected computer use during the next decade is also discussed. Effects of computers on student academic performance and attitudes are explored via background information on current school practices, a review of the literature on the effects and effectiveness of computer assisted instruction and computer managed instruction, and projections of effects which computer use in schools may have on students. An assessment of the importance of young peoples' computer use in school for their postsecondary education prospects is also presented; this includes reviews of ways in which computer literacy is viewed in the context of computers in education, impact of computers on postsecondary education institutions, and computer literacy requirements for college entrance. Policy issues are addressed, study methodology is reviewed, and expert panel members are listed. An extensive reference list is provided. (MBR)

ED 258 611 JC 850 269

Houston Community College System Minorities Transfer Opportunities Program.
Houston Community Coll. System, Tex.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); Community Colleges; Educational Counseling; *Minority Groups; Student Personnel Services; Student Recruitment; *Transfer Programs; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Urban Transfer Opportunities Program

A description is provided of the Houston Community College System's Minority Transfer Opportunities Program, a special effort to facilitate the transfer of minority students to four-year institutions through academic advisement and support services assistance. After introductory material outlines the purpose and objectives of the program, the next sections describe the two campuses selected for the implementation of the project (i.e., the Barbara Jordan and Milby campuses, which have large minority enrollments and which function only as evening campuses); and explain the criteria used to select 50 Hispanic and 60 Black students for participation in the project. Next, services provided for the students are reviewed, including the development of personalized academic advisement plans and career profile plans, individual meetings with the counselor/manager to discuss problems and concerns, and maintenance of a student profile folder. Next, the report discusses achievements with respect to the five objectives of the program: (1) improve student self-esteem; (2) have 80% of the participants declare a major and file a degree plan emphasizing transfer; (3) promote student participation in out-of-town, campus-centered activities; (4) successful transfer of students to senior institutions; and (5) develop a joint enrollment plan with the University of Houston. The following sections then highlight pending activities: the role of the advisory committee; the evaluation process; changes in the program and staffing; plans for institutionalizing the program; and conclusions. (HB)

Sturtz, Alan J.
Institutional Planning as a Participative Process: A Community College Self Study.
PUB DATE- 13 Oct 84
NOTE- 10p.; Paper presented at the Annual Conference of the Northeast Association for Institutional Research (11th, Albany, NY, October 13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; Long Range Planning; *Participative Decision Making; Program Descriptions; Two Year Colleges
IDENTIFIERS- *South Central Community College CT

In 1981, South Central Community College received funding to develop a long-range planning process. The process was to be modeled on the 3-year planning cycle developed by the National Center for Higher Education Management Systems and to use the college's existing organizational structure. Since November 1981, the planning process at the college has been accelerating. A long-range institutional plan was developed using the college's Self-Study Report as the basis for first-year assumptions. A Planning Council was established as the pivotal committee for the planning process. In order to simplify and focus the planning efforts that had been initiated as part of the self-study process, the Planning Council undertook a five-phase process: Phase 1: Review and Appraisal, which examines the role and scope of the college, develops planning assumptions upon which the institution's goals are prioritized, and provides information on the service region, college funding, student profiles, facilities and resources, staffing, programs and services, and governance; Phase 2: Divisional Goals, during which faculty and staff meet with deans and department heads to establish divisional goals; Phase 3: Reformatting, which involves a review of divisional goals and their statement as measurable objectives; Phase 4: Approval by the President; and Phase 5: Renewal of the Process. The broad-based goals and objectives that are articulated in the resulting planning document establish priorities for budgetary expenditures and personnel allocations. (HB)

ED 258 681 JC 850 396

Wilkins, S. A.
The Slide-Lecture: An Alternative to Chalkdust?
PUB DATE- May 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audiovisual Aids; Community Colleges; *Lecture Method; *Slides; Two Year Colleges

Many instructors teaching large survey courses use the chalkboard to aid their lectures in spite of the waste of class time in writing and erasing, the clutter and confusion that may result, and the messiness of chalkdust. As an alternative, the slide-lecture method has been used for several years at Bossier Community College in teaching introductory and educational psychology courses. The instructor-made slides permit a congruence between lecture and audiovisuals that would not be possible using publisher-produced slides. These slides are made by typing small segments of lecture material on white paper, photographing the segments with a 35mm camera using a suitable close-up or macro lens, and mounting the negative in a 35mm paperboard or plastic slide holder. The material displayed can be definitions of terms, explanations of research, questions for thought, charts, diagrams, or any other point to be highlighted. The advantages of the method include its inexpensiveness; ease of editing; ease of viewing; and usefulness in class review sessions. The main disadvantages are the effort expended in preparing the slides and equipment demands. Class responses to the method have been generally favorable, and observation reveals that students tend to take more and better organized notes. (AYC)

ED 258 357 EA 017 855

Minnesota School Effectiveness Program.

Minnesota State Dept. of Education, St. Paul.
PUB DATE- 84
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Development; Discipline; Educational Environment; *Educational Improvement; Elementary Secondary Education; Grouping (Instructional Purposes); *Instructional Improvement; Interprofessional Relationship; Leadership Responsibility; *Organizational Effectiveness; Organizational Objectives; Parent Participation; Participative Decision Making; Principals; School Administration; *School Effectiveness; School Organization; School Supervision; Small Group Instruction; Staff Development; *State Programs; Teacher Administrator Relationship; Teacher Responsibility; Teacher Student Relationship
IDENTIFIERS- Minnesota; *Minnesota School Effectiveness Program; Minnesota State Department of Education

This packet is designed to assist educational leaders in presenting current research-based information on the characteristics of effective schools to their school staff. The packet is divided into five sections, each including a sample presentation script, transparency models, and worksheets for promoting group discussion. The first section is an overview of recent research on school effectiveness, including limitations and criticisms of the research, followed by three basic insights into school effectiveness derived from the research: that family processes are more important than socioeconomic status; that student learning and development are products of organizational processes; and that teachers and their management play a crucial role in student achievement. The second section presents and discusses nine organizational characteristics of effective schools: (1) goals and expectations, (2) school climate, (3) leadership, (4) school-site management, (5) district-level support, (6) collaborative planning, (7) staff development, (8) curriculum articulation, and (9) parental involvement. The third section presents and discusses six classroom-level instructional characteristics: (1) high expectations, (2) teacher-designed instruction, (3) multi-ability grouping, (4) cooperative learning, (5) teacher-student interaction, and (6) order and discipline. The final section reviews information related to effective school improvement and staff development programs, and to the stages of planned change.(TE)

ED 258 440 FL 014 475

Alderson, J. Charles, Ed.; Hughes, Arthur, Ed.
Issues in Language Testing. ELT Documents 111.
British Council, London (England). English Language and Literature Div.
REPORT NO.- ISBN-0-901618-51-9
PUB DATE- 81
NOTE- 211p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communicative Competence (Languages); Conference Proceedings; *English (Second Language); *English for Special Purposes; *Language Proficiency; *Language Tests; Second Language Instruction; Test Validity

A symposium focusing on problems in the assessment of foreign or second language learning brought seven applied linguists together to discuss three areas of debate: communicative language testing, testing of English for specific purposes, and general language proficiency assessment. In each of these areas, the participants reviewed selected papers on the topic, reacted to them on paper, and discussed them as a group. The collected papers, reactions, and discussion reports on communicative language testing include the following: "Communicative Language Testing: Revolution or Evolution" (Keith Morrow) and responses by Cyril J. Weir, Alan Moller, and J. Charles Alderson. The next section, on testing of English for specific purposes, includes: "Specifications for an English Language Testing Service" (Brendan J. Carroll) and responses by Caroline M. Clapham, Clive Criper, and Ian Seaton. The final section, on general language proficiency, includes: "Basic Concerns in Test Validation" (Adrian S. Palmer and Lyle F. Bachman) and "Why Are We Interested in General Language Proficiency'?" (Helmut J. Vollmer), reactions of Arthur Hughes and Alan Davies, and the subsequent response of Helmut J. Vollmer. (MSE)

Pfannkuche, Anthony; And Others
Training to Teach a Foreign Language. Principles of Second Language Acquisition: An Orientation for Foreign Language Teachers.
Center for Applied Linguistics, Arlington, Va.
SPONS. AGENCY- Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.
PUB DATE- Aug 79
NOTE- 184p.; For related documents, see FL 015 097-099.
GRANT- G007801861
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Learning; Class Activities; Classroom Techniques; Course Organization; *Inservice Teacher Education; Interlanguage; Language Teachers; Learning Experience; *Learning Processes; Neurological Organization; *Program Design; *Second Language Instruction; *Second Language Learning; Second Language Programs; *Student Attitudes; Success; Teaching Guides; Transfer of Training

The manual designed to accompany a seminar for teachers concerning some of the central issues in contemporary foreign language teaching and focusing on how adults go about acquiring language includes materials for five sessions, in three sections. The first section covers language learning and acquisition in general, and contains a survey of the participants' foreign language learning experiences, an introduction, and two readings on transfer of knowledge from first language acquisition. The second section focuses on the language learner and the world, and includes a classroom activity on thinking about learning a foreign language, an introduction, three readings on affective factors in second language acquisition, and three essays on what can be learned from the "good language learner." The third section, addressing second language acquisition and teaching, includes a class activity for designing the ideal language program, a demonstration of structure drills, and six readings in which teachers talk about acquisition, learning, and language learning. (MSE)

ED 258 485 HE 018 393

James, Glenn W.; And Others

Applied Marketing Research in Higher Education: The Use of Telephone and Mail Surveys to Study Applicants Who Did Not Enroll. SAIR Conference Paper.

PUB DATE- Oct 84

NOTE- 22p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Little Rock, AR, October 24-26, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Applicants; *College Attendance; *College Choice; Comparative Analysis; *Enrollment Influences; Higher Education; Institutional Research; Interviews; Marketing; Questionnaires; State Universities; *Student Attitudes; *Surveys

IDENTIFIERS- Mail Surveys; *No Shows; SAIR Conference; Telephone Surveys; Virginia Polytechnic Inst and State Univ

A comparison of telephone and mail surveys of accepted applicants who chose not to attend Virginia Polytechnic Institute and State University was undertaken. The telephone method was used to interview the undergraduate applicants' parents, while the mail survey was sent to graduate school applicants. The telephone survey concerned 161 in-state applicants, while the mail survey was completed by 728 applicants. The anonymous mail survey was found to have the potential to reach a large proportion of the population at a low unit cost and was considered likely to avoid a social desirability bias and interviewer distortion. When rapid completion of the study is not essential, a mail questionnaire may be the better vehicle for the survey. A high response can be be expected from a skillfully administered telephone survey on a topic that is not very sensitive and controversial, and the entire study can be completed in a relatively short time. In addition to limiting the depth and complexity of questioning, the personal contact in the telephone survey can infuse social desirability bias into the study. The costs of both survey methods were generally equal. The survey instruments are appended. (SW)

ED 258 513 HE 018 471

Bruce, A. Jerry
A Comparison of Three Teaching Evaluation Instruments.
PUB DATE- Apr 85
NOTE- 22p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (31st, Austin, TX, April 18-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; Comparative Analysis; *Faculty Evaluation; Higher Education; *Questionnaires; *Rating Scales; Student Attitudes; *Student Evaluation of Teacher Performance; Teacher Attitudes; Teacher Effectiveness
IDENTIFIERS- *College Instructional Report (Univ of Arizona); Instructional Effectiveness Assessment (Kansas); *Student Instructional Report (ETS)

Three instruments used to evaluate faculty were compared: the Student Instructional Report (SIR), produced by the Educational Testing Service, the College Instructional Evaluation Questionnaire (CIEQ), produced by the University of Arizona, and the Instructional Development and Effectiveness Assessment (IDEA), produced by Kansas State University. Information is provided on student and faculty preferences, correlations among instruments and scale scores, and content. The three instruments were administered to 426 students at 16 selected classes at Sam Houston State University. SIR appeared to measure the differential components of teaching with more clarity and was preferred by students and faculty over the other two instruments. It also had the greatest amount of feedback available. CIEQ was simpler to read, was shorter, and had fewer categories. IDEA, which seemed the most complex of the three, had many categories and much feedback, but was designed more for faculty development purposes than were the other two. In terms of cost, SIR was the most and CIEQ the least expensive. Since a high degree of correlation was found among the instruments, a single general factor underlying student ratings of instruction seemed to exist. Brief descriptions of each instrument are included. (SW)

ED 258 527 HE 018 485

The Regents Statewide Plan for the Development of Postsecondary Education in New York State, 1984. Volume II: Critical Issues in Postsecondary Education in New York State.

New York State Education Dept., Albany.

PUB DATE- Oct 84
NOTE- 320p.; For Volumes I and III, see HE 018 484 and HE 018 486.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; College Planning; Economic Development; Educational Finance; *Educational Quality; Employment Opportunities; Enrollment Projections; Financial Policy; *Master Plans; *Postsecondary Education; Resource Allocation; School Business Relationship; *Statewide Planning; Student Costs
IDENTIFIERS- *New York

Critical issues facing higher education in New York State are examined in detail in this second volume of the 1984 Regents plan for postsecondary education. Included is substantive information relating to the Regents' proposals and recommendations. The critical issues are grouped under six headings: access, excellence, employment and economic development, diversity, effective use of resources, and enrollment projections. The 17 issues include: assuring campuses flexibility in the management of resources; encouraging the more efficient use faculty resources; reallocating, and if necessary, reducing resources while maintaining quality; exploring the effects of possible changes in state policy regarding tuition levels and financial aid; defining and ensuring a diverse system of higher education; supporting employment and economic development; increasing interinstitutional and intersector cooperation; responding to the need for equipment for instruction and research; maintaining the excellence of graduate and professional programs; perserving the vitality and quality of the liberal arts and sciences; and increasing access to education. Appendices include: "Minority Enrollment and Participation in Higher Education in New York State: An Issue Paper;" and "Net Cost of Student Attendance in New York: The Student Support Sources Model: An Issue Paper." (SW)

ED 258 541 IR 011 692

Le Corre, Yves; Schwartz, Jacob
Software and Courseware for a Multimedia Educational Environment.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
REPORT NO.- CERI/NT/84.05
PUB DATE- Jul 84
NOTE- 64p.; Contained in papers of the International Conference on Education and New Information Technologies (Paris, France, July 9-12, 1984), see IR 011 688.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Intelligence; Classroom Environment; Compliance (Legal); *Computer Assisted Instruction; *Computers; Computer Simulation; *Computer Software; Costs; Definitions; Educational Research; Information Science; Information Storage; *Instructional Design; Marketing; Multimedia Instruction
IDENTIFIERS- *Computer Uses in Education

Prepared for a 1984 Organisation for Economic Cooperation and Development (OECD) conference, this report on the educational applications of new information technologies focuses primarily on the use of interactive audiovisual systems. Potential advantages of interactive multimedia educational environments are discussed and examples are given of educational packages soon to be available that involve simulation and the application of artificial intelligence. A review of the courseware design process phases and definitions of terms used to describe courseware structure are followed by an outline of the principal hardware elements of future computer assisted instruction systems and cost trends. Capabilities of the software, which controls courseware question and answer sequences and their presentation via the audiovisual environment, are discussed, and the computer assisted instruction environment is described. An outline of methods of courseware distribution and sources for courseware selection are presented, as well as a review of legal opinions on the protection of intellectual property embodied in software and courseware. Uses of the computer as a tool for educational research and for training in the use and production of courseware are also discussed. Appendices include information on acronyms and basic glossaries of computer and computer assisted instruction terminology. (MBR)

ED 258 583 IR 051 179

Bishoff, Liz; And Others

P.A.L.S.: Public Access Library System: Information Delivery via Two-Way Cable Television.

Pasadena Public Library, CA.

PUB DATE- Dec 84

NOTE- 70p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Cable Television; *Community Information Services; Computers; Computer Software; Costs; Databases; Information Needs; *Information Retrieval; Library Services; *Microcomputers; Online Systems; Problems; *Public Libraries; *Systems Development

IDENTIFIERS- Library Services and Construction Act; *Two Way Television

The Public Access Library System (PALS), a two-way cable television system for the delivery of community information, was developed by the staff of the Pasadena Public Library working with a consultant under a 1-year Library Services and Construction Act (LSCA) grant. The objectives of the project were to: (1) identify six potential databases that would meet the information needs of the local area residents; (2) outline the hardware requirements for such a system; (3) detail the software needs and develop an implementation program; (4) develop costs and identify potential funding sources; (5) investigate the possibility of a cooperative program with another area library; and (6) prepare a report of the project for publication. A comparison of the original proposal with project activities shows that all of these objectives have been successfully met. Project accomplishments include the design of an experimental format for several local information databases and the design of a communication and delivery method that will reach a broad sector of the community either directly, through home cable television or microcomputers, or indirectly, through the same media at such facilities as libraries, public recreation facilities, and schools. The implementation phase of the project is scheduled to begin in 1985. (BBM)

Books on Trial: A Survey of Recent Cases. A Periodic Report from NCAC's Clearinghouse on School Book-Banning Litigation.

National Coalition Against Censorship, New York, N.Y.

PUB DATE- Jan 85
NOTE- 27p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Books; *Censorship; Community Involvement; *Court Litigation; Elementary Secondary Education; Films; *Intellectual Freedom; Periodicals; School Districts; *School Libraries

Designed to provide insight into both the philosophical and emotional dimensions of community conflicts over students' exposure to ideas, this report summarizes 4 current court cases and 16 previous decisions in cases involving the banning of books, magazines, and films from public schools. Some details of two recent cases are provided to illustrate the extent to which individuals and entire communities have become involved in both sides of the censorship controversy. Current cases reviewed are Wexner v. Anderson Union High School District (California), Mozert v. Hawkins County School System (Tennessee), and English v. Evergreen School District and Grove v. Mead School District #354 (Washington). Previous decisions are reported for McKamey v. Mt. Diablo Unified School District (California); Cary v. Board of Education, Arapahoe School District (Colorado); Fogarty v. Atchley (Idaho); Zykan v. Warsaw Community School Board (Indiana); Sheck v. Baileyville School Committee (Maine); Right to Read Defense Committee v. School Committee of the City of Chelsea (Massachusetts); Pratt v. Indiana School District and Antoinette R. Maris v. Independent School District #728 Elk River (Minnesota); Loewen v. Turnipseed (Mississippi); Helena Citizens for Freedom of Expression v. Helena School District #1 (Montana); Salvail v. Nashua Board of Education (New Hampshire); Board of Education, Island Trees v. Pico and Presidents Council v. Community School Board #25 (New York); Minarcini v. Strongsville City District (Ohio); Johnson v. Stuart (Oregon); and Bicknell v. Vergennes Union High School Board (Vermont). A brief introductory statement reviews some of the issues involved, amicus briefs filed in Pico are listed, and a bibliography of banned books is provided. (BBM)

ED 258 625 JC 850 338

Hutchins, Nancy Gigoux; And Others
Parent Education Curriculum Manual for the Parent Education Program, Child and Family Education Division, North Seattle Community College.
North Seattle Community Coll., Wash.
SPONS. AGENCY- Seattle Community Coll. District, Washington.
PUB DATE- Sep 84
NOTE- 52p.; Partially funded by a Curriculum Development Grant awarded by the Joint Curriculum Grants Committee, Seattle Community College District VI.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Development; *Child Rearing; Community Colleges; *Curriculum Design; Curriculum Guides; *Parent Child Relationship; *Parent Education; Parent School Relationship; Program Descriptions; Two Year Colleges

This parent education curriculum manual, developed by the Parent Education program at North Seattle Community College, defines and describes the parent education program and presents program materials for use as a curriculum guide for instructors and for program participants. First, the parent education program is described and the educational objectives and program components are outlined. The next sections present the organization and role responsibilities of the college, instructors, the parent advisory council, teachers, and children; the goals and objectives of the program; and the means of implementing the goals and objectives. Then, the manual outlines curriculum objectives in the areas of child development; child guidance; health, safety, and nutrition; parenting and family communication; and special concerns. For each program area an introductory statement is provided and the goals and objectives are categorized according to the age level of the child (i.e., infants, toddlers, pre-threes, and three-to-fives). Next, the manual provides the goals and objectives of the program units: implementing the children's classroom program; organizational function, development, and leadership; and support systems. Finally, a bibliography is provided under the five program areas. (HB)

ED 258 639 JC 850 352

Burns, Ralph A.
Information Impact and Factors Affecting Recall.

PUB DATE- May 85
NOTE- 19p.; Paper presented at the Annual National Conference on Teaching Excellence and Conference of Administrators (7th, Austin, TX, May 22-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attention Span; Chemistry; *Learning Processes; *Multimedia Instruction; *Recall (Psychology); Teaching Methods; *Time Factors (Learning

A study was conducted to examine the effect of factors related to the format, presentation style, and order in which ideas are presented on students' recall of chemistry material. Data were obtained from students who viewed three different multi-image presentations in a large lecture hall setting. Following the presentations, students were required to submit a written summary of the material. As the student summaries were analyzed, bits of information reported were tallied on a master sheet listing ideas presented within each half-minute segment of the presentation. Study findings included the following: (1) impact appeared to be greatest during the first 5-minute portion of the presentation, with impact sufficient to cause students to report about 35% of all ideas presented; (2) impact declined, but was relatively constant for the next two 5-minute portions, and dropped to the lowest level during the 15- to 20-minute interval; (3) enumerated items shown with numbers and print on the screen to accompany photographs had heightened impact; (4) enumerated items listed first had greater impact than those listed later; (5) when pairs of parallel ideas were presented, the first one presented was likely to have greater impact than the second; (6) presenting a fixed number of ideas in a shortened time span did not necessarily decrease the impact or retention, unless the material was too compressed for comprehension; and (7) presentations with more than about 40 ideas or bits of information were likely to be less efficient, with impact dropping off as the information load increases. (AYC)

ED 258 667 JC 850 382

Hispanic Achievement: A Commitment of Community Colleges and Business Enterprise. Proceedings of the Hispanic Roundtable Meeting (Phoenix, Arizona, May 23-24, 1984).

American Association of Community and Junior Colleges, Washington, D.C.

SPONS. AGENCY- Congreso Nacional de Asuntos Colegiales, Washington, D.C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- May 84
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Affirmative Action; *College Faculty; College Transfer Students; *Community Colleges; *Employment Problems; Equal Opportunities (Jobs); Federal Programs; *Hispanic Americans; Program Improvement; School Personnel; Two Year Colleges; *Two Year College Students

Four major topics are addressed in these papers presented at the Hispanic Roundtable meeting: current staffing patterns at community colleges, transferability trends among Hispanic students, employment barriers, and legislative issues. Introductory comments by Maria Barrera are followed by Mary Jane Garza's paper, "Current Staffing Patterns," which looks at the underrepresentation of minorities in faculty and administrative positions at community colleges and the need for institutionalized processes to dismantle the barriers to access, representation, and participation. "Hispanic Student and Transfer Patterns in the Community College," by Arthur M. Cohen reviews literature and data on Hispanic students' participation rates in postsecondary education, academic achievement, criticisms of two-year college education, recent efforts to improve minority access and transfer rates, and needed changes in policy and practice. Ida Katherine Warren's paper, "Barriers to Employment of Hispanics," focuses on problems such as lack of English proficiency, low level of education, and discrimination. "Federal Programs and the Mission of the Predominantly Hispanic Community Colleges," by William G. Shannon focuses on demographic trends, the role of the federal government in education, pertinent federal legislation, and ways to generate federal policy and assistance. Finally, recommendations are presented related to staffing patterns, transferability trends, employment barriers, and legislative trends. Lists of sponsors, invitees, and session developers are appended. (LAL)

ED 258 696 PS 015 101

Lujan, Mary Estelle; Wooden, Sharon Lee

An Exploration of Environmental Correlates of Early Childhood Literacy.

PUB DATE- 84
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Infant Behavior; *Literacy; Observation; *Parent Role; *Prereading Experience; Research Methodology; *Toddlers
IDENTIFIERS- Print Awareness

This article describes integrated reading, writing, and language behaviors characteristic of 18-month-old children. Two children, a boy and a girl, were given books to examine and the researcher simply observed their behavior. Books were selected from the children's own collections. The writing tasks were handled the same way. Paper and markers were provided and behavior noted. In addition, the boy was administered a print awareness test. Behaviors observed included playful learning; self-initiated, controlled, and terminated activity; exploratory and discovery behaviors; responses and behaviors that are multi-sensory in nature; and specific behaviors associated with reading and writing activities. Concerning reading, it was found that (1) parents respond positively to the child's reading and writing attempts; (2) the language arts are integrated even at this early age; (3) the child's reading and writing behaviors are context-dependent; (4) the child's early attempts are approximations which are continually refined; (5) reading and writing concepts are defined in active behaviors, such as pointing, touching, looking, glancing, etc.; and (6) family literacy events stimulate the child's interest in reading and writing. Implications for researchers studying the literacy competencies of toddlers are indicated. (RH)

Worden, Patricia E.; And Others
Preschoolers' Alphabet Learning Activities with Their Parents: Picture-Books Vs. Personal Computer Software.
PUB DATE- Apr 85
NOTE- 39p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Software; Fathers; *Letters (Alphabet); Media Research; *Microcomputers; Mothers; *Parent Child Relationship; Parent Influence; *Picture Books; *Prereading Experience; Preschool Children; Preschool Education
IDENTIFIERS- Software Design

A study was made of similarities and differences in parent-child interaction in two contexts: a book-reading activity and a home computer activity involving an alphabet program. A total of 20 children 3 years of age and their parents (10 children with mothers, 10 with fathers) were videotaped in two 12-minute sessions of each activity. A variety of verbal and behavioral measures revealed a number of differences in participants' interactions with the two media. Book reading elicited more verbalization overall and was more exclusively tutorial with respect to naming things. Computer interactions featured more comments about things, parental directives about how to operate the computer, and questions from the children. More similarities than differences were found in the behavior of mothers and fathers; however, mothers were remarkably consistent in their interaction across the two tasks and fathers were not. Discussion of findings focus on media effects, parental effects, and the relevance of findings for the design of computer prereading activities for children. (Author/RH)

ED 258 739 RC 015 246

Committee on Tolerance and Understanding. Final Report.
Alberta Dept. of Education, Edmonton.
PUB DATE- Dec 84
NOTE- 249p.; Prepared by the Minister's Committee on Tolerence and Understanding.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; Canada Natives; *Curriculum Evaluation; Elementary Secondary Education; Foreign Countries; Minority Groups; *Multicultural Education; Policy Formation; *Private Education; *Public Education; *Public Opinion; Textbook Bias
IDENTIFIERS- *Alberta

Recommendations affecting the various aspects of public and private education in Alberta, Canada, and a summary of the events which led to the recommendations, are contained in this final report assembled by the Committee on Tolerance and Understanding. After a description of the need for public input, the brochures, personal letters, public hearings, responses to four discussion papers, and other processes used to gather information are discussed. The committee's six principles are described, and the responses and recommendations elicited by four discussion papers are summarized. The public education section proposes a new conceptual model for the teaching profession and discusses the six principles in the context of public education. The private education section proposes a curriculum audit to determine the minority tolerance of its resources. The Native education section discusses failures and successes in terms of the committee's six principles, recommending a major restructuring of Native education programs. The intercultural education section discusses special needs, recommending policy implementation. A complete summary of recommendations from the report follows a recommendation that Alberta establish a permanent Standing Committee on Tolerance and Understanding. Appendices include a list of individuals and organizations who made submissions to the committee, and a copy of an information-gathering brochure. (PM)

ED 258 422 EC 172 942

Shown, D. G.
Planning a New School for Visually Handicapped Children in Nigeria.
PUB DATE- 82
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Facility Guidelines; Foreign Countries; *Program Development; *Special Schools; *Visual Impairments
IDENTIFIERS- *Nigeria

The paper addresses considerations in planning a new school for visually impaired students in Nigeria. Site considerations touch upon safety, maximum educational achievement, adequate space for practicing mobility and future expansion, catchment area, and financial involvement. Curriculum considerations include use of a braille production machine, instruction in natural sciences, and coursework to prepare the student for life. Physical development factors are reviewed, including buildings, lighting systems, and a development plan for special rooms. (CL)

ED 258 372 EC 172 741

Young, Jerry L.; Shepherd, Margaret L.
The Adjustment of the Educable Mentally Retarded to the Regular Classroom--The Teacher's Perspective.
PUB DATE- 83
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adjustment (to Environment); Behavior Rating Scales; *Emotional Adjustment; *Mainstreaming; *Mild Mental Retardation; Secondary Education; *Social Adjustment

A questionnaire on student adjustment was completed by 54 secondary level regular classroom teachers with educable mentally retarded (EMR) students in their classrooms. Results revealed that the teachers did not rate EMR Ss very well in social, emotional-psychological, or academic performance. Academic performance was rated much more negatively than the other two areas. Indicators of friendliness, liking teachers, and cooperativeness were the only social area skills rated satisfactory or better. Lowest mean ratings for sociability were those identifying a close relationship of EMR Ss with non-EMR Ss and participation in extracurricular areas. Lowest averages in the emotional-psychological area went to positive self concept, volunteering for extra work, and absence of frustration. Five recommendations were made, including the need for uniform procedures for evaluating EMR Ss and the need for realistic teacher expectations of EMR students. (CL)

ED 258 389 EC 172 909

Cylke, Frank Kurt, Ed.; Hanke, Peter, Ed.

International Directory of Libraries and Production Facilities for the Blind.

International Federation of Library Associations and Institutions, London (England).; Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 84
NOTE- 109p.
CONTRACT- UNESCO-340029
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Blindness; *Braille; International Programs; Physical Disabilities; Reading Materials; Sensory Aids; *Special Libraries; *Talking Books

World-wide in scope, this directory lists organizations producing braille or Talking Books, maintaining braille libraries, and exchanging resources with organizations serving blind or handicapped people. The directory is arranged in seven geographical sections: Africa, Asia, Australia (including Oceania), Europe (including U.S.S.R.), Middle East (northern Africa and the eastern Mediterranean countries), North America, and South America (including Central America and the Caribbean). Countries are arranged alphabetically within these seven sections and individual organizations alphabetically within their countries. Information about each organization includes five parts: braille production, braille distribution, Talking Books production, Talking Books distribution, and general information. Seven indexes provide access by language (28 languages are represented) and by organizational function. (CL)

ED 258 456 FL 015 084

Kyle, Patricia J.
The Communicative Computer Compares: A CALL Design Project for Elementary French.
PUB DATE- Apr 85
NOTE- 23p.; Paper presented at the annual meeting of the Northeast Conference on the Teaching of Foreign Languages (32nd, New York, NY, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Athletics; Classroom Techniques; *Communicative Competence (Languages); *Computer Assisted Instruction; *Courseware; *French; Grammar; Higher Education; Program Descriptions; Reading Comprehension; *Second Language Instruction; *Simulation

A computer lesson entitled "Aux Jeux Olympiques" (To the Olympic Games) simulates an ongoing situational dialog between the French student and the PLATO computer system. It offers an international setting for functional learning exercises focusing on students' understanding and use of comparative constructions, selected verbs, and other linguistic forms in French, and provides communicative language practice. The courseware is used in the first three semesters of college-level language instruction. The students' task is to describe simulated sports events, including French team trials, international eliminations, and final rounds, seen on the computer screen. The program occasionally provides a sports news recap of events with team rankings. Visual, psychomotor, and cognitive domains are exploited to enhance language learning, linguistic production is minimized so that even one-word responses have fixed forms, and no penalties are given for misspellings, grammatical errors, or typing mistakes. Communicative feedback is given continually by using slightly more complex structures to reinforce or correct student responses and build reading comprehension from the outset. The use of this and other computer-assisted language learning units (CALL) has proven to be cost-effective, efficient, and motivating for students. The disadvantages in their use arise from the restraints of the academic environment and of a developing technology. The current task is to use and improve the existing resources for CALL. (MSE)

ED 258 726 PS 015 233

Halford, Graeme S.
How Do We Define the Limits to Children's Understanding?

PUB DATE- Jul 82
NOTE- 21p.; Paper presented at the International Congress of Applied Psychology (20th, Edinburgh, Scotland, United Kingdom, July 25-31, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Children; *Classification; *Cognitive Ability; *Cognitive Development; *Concept Formation; *Developmental Stages
IDENTIFIERS- Theoretical Analysis

Concepts important to cognitive development in children can be classified according to several levels. At level 1, concepts are equivalent in structural complexity to binary relations and univariate functions. At level 2, concepts are equivalent to compositions of binary relations, binary operations, and bivariate functions. At level 3, concepts are equivalent to compositions of binary operations. Research has shown that level 1 concepts can be attained by 2-year-old children, level 2 concepts by 5-year-olds, and level 3 concepts by 11-year-olds. This document presents and explains the evidence on which this conclusion is based, using transitivity, classification, and mathematical reasoning tasks for illustration. The practical utility of being able to define the limits to children's understanding in a general sense is discussed. (Author/RH)

ED 258 342 EA 017 838

Boyles, Lyle E.
Expansion of the Concept of Scope and Sequence in Curriculum Development.
PUB DATE- 8 Mar 85
NOTE- 29p.; Paper presented at the Annual Meeting of the American Association of School Administrators (117th, Dallas, TX, March 8-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Advisory Committees; Articulation (Education); *Board of Education Policy; *Curriculum Development; Elementary Secondary Education; Research Committees; *School Districts

The purpose of this paper is to define a rationale for use in the refinements of daily curriculum operations in a school district, and establish a general understanding about policy and non-policy matters in curriculum. It is concluded that the area of curriculum should be guided by written policies which demonstrate that appropriate attention has been given to the articulation tasks. Such written positions should contain a shared set of beliefs that illustrate the commitment of faculty, administrators, boardmembers, parents, amd citizens alike to the learners in the local process called education. In addition, the day-to-day assuring activities so vital in the observations about the effect of the educational program should be developed by the principal and faculty along with the parents of each school. The major nature of these activities should be primarily determined by the content of professional statements collectively stemming from the faculty of each school. A 12-item bibliography and an appendix discussing district-wide subject matter study committees and coordinators are provided. (DCS)

ED 258 405 EC 172 925

Burns, William H., VI
Microelectronic Aids & Handicapped Children. An InterFuture Project Studying Applications of Microelectronic Aids in the Communication & Education of Severely Physically & Communicatively Handicapped Children.
PUB DATE- 31 Jan 85
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication Aids (for Disabled); *Communication Disorders; Computer Software; Elementary Secondary Education; *Information Dissemination; *Microcomputers; *Physical Disabilities; *Severe Disabilities

The study examined three questions regarding severely physically and communicatively handicapped children: (1) who are involved in developing and disseminating microcomputer technology? (2) what innovations are being researched, developed, and implemented? and (3) how is microcomputer technology being implemented by educators, administrators, and students? The dissemination networks of governmental organizations, schools, and other organizations in Britain and the United States are described. Innovations in hardware and software are described in terms of alternative input devices and switch controls, educational programs and software development, and computers as communicators. Four specific problems are noted: lack of programmers/educators, lack of networking among professionals, lack of sufficient funding, and lack of quality hardware/software. The appendixes include a glossary; an extensive list of researchers and organizations, mainly British; additional charts and figures, including a comparison of the advantages and disadvantages of using computers in the classroom; and an eight-page list of references. (CL)

ED 258 423 EC 172 943

Evans, Robert J.
Special Education Consultation: Interactive Video Simulation: Adults, Teachers & Consultants.
PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; Consultation Programs; *Disabilities; *Inservice Teacher Education; *Microcomputers; *Online Systems; *Videotape Recordings
IDENTIFIERS- Apple IIe

A microcomputer controlled interactive videotape program is described as one way to supply special education teachers with inservice and/or consultation services. The approach allows inservice teachers to strengthen classroom teaching skills outside of the classroom. Programing directions are offered written in the SuperPILOT Authoring Language on an Apple IIe Computer using a BCD interface card and a Panasonic NV 8200 video tape recorder. (CL)

ED 258 500 HE 018 409

Condon, George A.
Planning in the Real World of Colleges and Universities. SAIR Conference Paper.
PUB DATE- 25 Oct 84
NOTE- 13p.; Paper presented at the Annual Meeting of the Southern Association for Institutional Research (Little Rock, AR, October 24-26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *Campus Planning; *Change Strategies; College Administration; College Environment; *College Planning; Governance; Higher Education; Long Range Planning; *Political Influences; *Social Influences
IDENTIFIERS- SAIR Conference

The importance of human and political factors in college planning is emphasized by a veteran faculty member and administrator. Three examples are cited, based on experiences at California State University-Northridge; West Virginia University, and the community surrounding the College of the Virgin Islands. One "real world" factor that affects a purely rational approach to planning involves the search for extramural funds. Too often schools make hasty adaptations of existing college plans and structures in order to meet the demands of funding agencies. Another issue concerns how planning relates to campus governance, and specifically how to integrate the activities of planning committees while preserving spontaneity in planning decisions. It is emphasized that planners need to make an accommodation with forces, internal and external to the college, that tend to challenge the orderliness of planning efforts. Political and human realities have legitimacy and preferential status in the planning process. Additional topics include long-range planning, and the importance of the president's or chancellor's commitment to the planning process. (SW)

ED 258 555 IR 011 710

Jelden, D. L.
Simplified Tutorial Programming for Interactive CAI.
PUB DATE- May 83
NOTE- 29p.; Paper presented at the Annual Convention of the Association of Educational Data Systems (Portland, OR, May 9-13, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Instruction; *Courseware; *Individualized Instruction; Learning Processes; *Microcomputers; Programed Tutoring; Programing; Student Evaluation; Teacher Developed Materials; Teaching Methods; *Teaching Models

A validated instructional model generated on a large mainframe computer by the military was modified to a microcomputer format for use in programming tutorial computer assisted instruction (CAI) materials, and a simplified, compatible system of generating programs was identified--CP/M and MP/M from Digital Research Corporation. In order to overcome many microcomputer inter-system compatibility problems, a script generation model and dot command structure were also developed and adapted from a mainframe computer into the microcomputer. This system, used with a structured teaching model, simplifies the programming of materials for use with CAI in classroom teaching, allowing teachers to write their own CAI materials. In addition, 17 script guidelines are given to provide help in writing interactive scripts. This list includes the use of such techniques as (1) student controlled pace of instruction; (2) extensive use of information feedback; (3) providing test results to students; and (4) integration of verbal and hands-on training. Also provided is a lesson flow chart which includes a pretest, lesson sequence, and a posttest. The lesson sequence incorporates such elements as conditioning chains, multiple choice response frames, proven units, and review elements. The paper concludes with a collection of dot commands available in the management program ISSCAI, which was written to implement a usable microcomputer programming language for CAI, and an author's summary. (JB)

ED 258 654 JC 850 369

Campbell, Dale F., Ed.
Strengthening Financial Management. New Directions for Community Colleges, Number 50.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-87589-740-1
PUB DATE- Jun 85
NOTE- 135p.
CONTRACT- 400-83-0030
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($8.95)
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Budgeting; *College Administration; *Community Colleges; *Educational Finance; *Financial Policy; *Fund Raising; Resource Allocation; *School Business Officials; Student Financial Aid; Two Year Colleges

This collection of essays examines strategies to strengthen financial management in the community colleges from the perspective of college finance and administrative support officers. Part I focuses on selected role functions that college business officers perform, containing "Integrating Academic Planning and Budgeting," by Byron N. McClenney and Ellen Earle Chaffee; "Cost Accounting for Decision Makers," by Ann L. Kaneklides; "Reaffirming Some Basic Principles in Purchasing and Maintenance," by Harold L. Throop, Jr.; and "Developing New Sources of Student Financial Aid," by David R. Bauske. The second section focuses on the shift in community college leadership toward working as an entrepreneurial team. This section presents "Institutional Research: A Critical Component of Sound Financial Planning," by John T. Blong and Adelbert J. Purga; "Auxiliary and Service Enterprises," by Wayne J. Stumph; "Strategies for Generating New Financial Resources," by Bernard J. Luskin and Ida K. Warren; and "Managing and Investing College Funds," by Charles E. Taylor, Jr., and Dennis Greenway. The third section looks at emerging issues and implications for strengthening the financial management of community colleges, including "Emerging Issues in Public Policy and Financial Administration," by Richard L. Alfred; and "Strengthening Financial Management: An Agenda for the Future," by Dale F. Campbell. Finally, Jim Palmer and Diane Zwemer cite information sources on financial management at the community college. (HB)

ED 258 682 JC 850 397

Vocational Education.
Missouri State Coordinating Board for Higher Education, Jefferson City.
PUB DATE- May 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Vocational Education; Educational Demand; *Educational Supply; *Enrollment Trends; Postsecondary Education; Secondary Education; State Surveys; *Vocational Education
IDENTIFIERS- *Missouri

This report provides information on vocational education programs at area vocational schools, community colleges, and universities in Missouri. First, an executive summary describes the operation of vocational education programs in the state and the responsibilities of different educational sectors for vocational education. Next, enrollment trends are provided for community colleges and four-year colleges receiving vocational education funding. Next, the geographical locations of each vocational technical school, community college and four-year college and university is specified and the proximity of many vocational technical schools to a college or university is highlighted. A summary is presented of results of a survey conducted to assess the comparability of vocational education programs offered at two- and four-year colleges with those offered by area vocational technical schools. Appendices include a list of vocational education programs at community colleges and nearby area vocational technical schools. (HB)

ED 258 358 EA 017 856

A Comprehensive Plan for School Effectiveness. Revision.
Minnesota State Dept. of Education, St. Paul.
PUB DATE- 14 Feb 84
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Curriculum Development; Discipline; Educational Environment; Elementary Secondary Education; Leadership Responsibility; *Models; Organizational Effectiveness; Outcomes of Education; Parent Participation; Participative Decision Making; *Program Implementation; *Research Utilization; *School Effectiveness; School Supervision; Small Group Instruction; Staff Development; *State Programs; Teacher Participation
IDENTIFIERS- Minnesota; *Minnesota School Improvement Program; Minnesota State Department of Education

This document outlines a comprehensive plan developed by the Minnesota State Department of Education for improving school effectiveness throughout the state. The first four sections of the paper present prefatory material, including a general introduction, current comparative statistics on Minnesota schools, need statements (state legislation establishing a statewide instructional effectiveness plan, providing for its implementation, and allocating funds), and a list of research-based characteristics of effective schools. The fifth section outlines the plan in two phases, listing objectives, budget, and timeline for each phase. The sixth section--the bulk of the document--outlines the Minnesota School Effectiveness Implementation Model. The 15 characteristics of effective schools to promote student academic and psychosocial development are presented and discussed: clearly defined goals, building-level leadership, supportive school climate, school-site management, curriculum articulation, staff development, collaborative planning, parent involvement, teacher-designed instruction, district-level support, high expectations, order and discipline, cooperative group learning, multi-ability grouping, and positive teacher-student interactions. Critical attributes of the training model are then delineated, followed by the plan to implement the training model at pilot sites. References are included, along with two illustrative flow charts.(TE)

ED 258 373 EC 172 742

Toro, Paul A.; And Others
Social Problem-Solving Skills and School Behavior of Learning Disabled Children.
PUB DATE- Aug 84
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1985). Print is light and may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Patterns; Elementary Education; *Interpersonal Competence; *Learning Disabilities; *Problem Solving

The study compared 86 learning disabled (LD) with 86 matched non-learning disabled (NLD) children (7-11 years old) on three domains of variables: social problem solving skills, school behavior, and family background. The LD children were deficient in all three domains. More specifically, they were able to generate fewer alternatives for solving social problem situations, showed less tolerance for frustration, and had more overall classroom behavior problems and less competence. LD children also showed more family background difficulties (e.g., lack of educational stimulation at home, economic difficulties). The findings suggest the need for greater attention to social and behavioral remediation for LD children, in addition to the cognitive and academic remediation which many LD curricula emphasize. (Author)

ED 258 471 FL 015 099

Pfannkuche, Anthony; And Others
Training to Teach a Foreign Language. Principles of Second Language Acquisition: An Orientation for Foreign Language Teachers. Notes for Trainers.
Center for Applied Linguistics, Arlington, Va.
SPONS. AGENCY- Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.
PUB DATE- Aug 79
NOTE- 22p.; For related documents, see FL 015 097-098.
GRANT- G007801861
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Learning; *Class Activities; Classroom Techniques; *Course Organization; *Educational Objectives; Interlanguage; Learning Processes; Neurological Organization; *Program Design; *Second Language Instruction; *Second Language Learning; Second Language Programs; Student Attitudes; Success; Teaching Guides; Transfer of Training

The manual designed as a guide for trainers in a seminar for teachers concerning some of the central issues in contemporary foreign language teaching and learning presents notes on each of the five seminar sessions, including overall goals and goals for the prescribed session activity, time and procedural notes, and reading lists. (MSE)

ED 258 528 HE 018 486

The Regents Statewide Plan for the Development of Postsecondary Education in New York State, 1984. Volume III: Summaries of Sector Master Plans with Regents Actions.

New York State Education Dept., Albany.
PUB DATE- Oct 84
NOTE- 25p.; For volumes I and II, see HE 018 484-485.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; College Planning; Educational Finance; Educational Objectives; Educational Quality; *Master Plans; *Postsecondary Education; *Private Colleges; *Proprietary Schools; *State Universities; *Statewide Planning; Urban Universities
IDENTIFIERS- City University of New York; *New York; Public Colleges; State University of New York

The master plans of New York public and private sectors are summarized in this third volume of the Regents' state plan for the development of postsecondary education in New York State. Attention is directed to the recommendations of each sector and the regents' responses/actions. The City University of New York's 1984 master plan proposes increasing or improving student financial aid, student support systems, library resources, and scientific equipment and facilities. The twenty-five recommendations of the independent sector concern quality, access, efficient use of resources, and diversity. Recommendations of the State University of New York's 1984 master plan and regents' actions cover the following topics: mission priorities, academic programs, research, public service, the enrollment plan, capital facilities, and fiscal issues. A summary of the 1984 master plans of 28 proprietary degree-granting institutions, which was prepared by the Association of Private Degree-Granting Institutions, is also provided. Included are eight goals of proprietary institutions and objectives for achieving the goals. (SW)

School Libraries...No Reading Allowed.
Educational Priorities Panel, New York, N.Y.
SPONS. AGENCY- Vincent Astor Foundation, New York, N.Y.
PUB DATE- May 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Learning Resources Centers; Library Expenditures; Library Instruction; *Library Materials; *Library Personnel; Library Research; *Library Role; *Library Services; Position Papers; Program Development; School Districts; *School Libraries; School Responsibility; School Role
IDENTIFIERS- *New York (New York)

The Educational Priorities Panel (EPP) conducted a mail survey of New York City school library staff, a telephone survey of community school districts, and an analysis of budget and payroll data for library services. Additionally, two member agencies, the Citizen's Committee for Children and the Women's City Club, undertook a cooperative study on school library services. Findings from the various efforts are offered in this report, which focuses on: current school library services in the New York City public schools; expenditures for library materials and how they compare with national trends (46% of the schools in the community school districts reported having no funds available to purchase new materials); and the current situation of library staff (budget figures indicate that 80% of the elementary schools do not have a certified teacher assigned to the library). The various surveys indicate a low priority for library programs in the elementary schools and an even lower priority for library services for the lowest grades. Following a brief discussion of the impact of this low priority, the report recommends that funds be earmarked for library materials; that an additional appropriation of $70,000 per district be made for the 32 community school districts to hire trained staff; and that all funds for both staff and materials should be contingent on (1) a maintenance of effort by districts; and (2) the development of a district-wide plan. (THC)

ED 258 584   IR 051 180

The Role of Fees in Supporting Library and Information Services in Public and Academic Libraries.

National Commission on Libraries and Information Science, Washington, D. C.

PUB DATE- Apr 85
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Libraries; *Fees; Higher Education; *Information Services; Justice; Policy; *Public Libraries; *Research Needs; Research Reports
IDENTIFIERS- *Access to Information; Library Users

An overview study was sponsored by the Council on Library Resources to gather existing information on the extent to which fees are charged for library and information services, the percentage of libraries charging for any services, and the services for which fees are charged. The review panel that conducted the study found that there is little data available on who is charging fees or the services for which they are charged, and even less about the effect of fees on access to information. This report of panel's findings is divided into six sections: (1) the context of the fee issue in public and academic libraries; (2) the types of existing fee structures and mechanisms, and rationale for setting prices; (3) the arguments for and against fees; (4) the types of services for which libraries are charging fees; (5) selected summaries of recent studies on the use of fees in public and academic libraries; and (6) recommendations for future studies. An executive summary, footnotes, and a 49-item bibliography are included. (BBM)

ED 258 598 IR 051 212

Wilkinson, David W.
A Brief Comparative Study of Canadian and American Academic Libraries.
PUB DATE- 5 Jun 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Comparative Analysis; Educational History; Foreign Countries; Government Role; Higher Education; *Library Administration; *Library Automation; *Library Cooperation; *Library Planning
IDENTIFIERS- *Canada; Faculty Status; Online Catalogs; *United States

The Canadian and American academic library environments are remarkably similar. This factor is traceable to similarities between the nations themselves and their academic institutions. Both countries have experienced comparable shifts in governmental support and growth patterns in the academic library sector. This has led many to observe that Canadian academic libraries are "American with a difference." These differences concern academic library governance, the extent of faculty status for librarians, library cooperation, and the degree of national planning emphasis. Overall, the components of the two nations' academic library systems are both similar to, yet distinct from, their respective complements. A bibliography is included. (Author/BBM)

ED 258 612 JC 850 271

Fonseca, Horacio R.
Los Angeles Mission College Year-End Narrative Report. Ford Foundation Urban Community College Transfer Opportunities Program.
Los Angeles Mission Coll., San Fernando, Calif.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 84
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; Community Colleges; Curriculum Development; Mentors; Program Descriptions; Student Personnel Services; *Transfer Programs; Two Year Colleges; Urban Education
IDENTIFIERS- *Urban Transfer Opportunities Program

This report presents an assessment of the activities conducted at the Los Angeles Mission College under a Ford Foundation Urban Community College Transfer Opportunities Program grant. First, the program achievements are presented including the identification of 86 students who declared an interest in transferring to a four-year institution; the development of methods to identify potential transfer students; the identification of 12 alumni to work with student participants; and the recruitment of 12 faculty mentors. Next, the achievements under the grant are compared with the original proposal in the areas of potential students identified; and the number transferring to four-year institutions. This section also includes information on student ethnicity, units completed, and grade point averages; and includes additional information on the faculty mentor program and the project director. Then, the report highlights program changes including hiring new staff; broadening the responsibilities of alumni tutors; limiting campus visits; eliminating quest speakers; downplaying visits to the Career/Transfer Center and use of the "Eureka" computer; and delaying the planning of a "Career and Transfer Information Guide." Finally, plans for institutionalizing the transfer program are provided and ways of broadening the program are outlined, including centralizing counseling services; increased emphasis on the role of the Transfer Program Office and the Director; and the exponsion of financial aid workshops. Appendices include student participation agreements and data on student applications and transfers. (HB)

Day, Philip R., Jr.
In Search of Community College Partnerships. Keeping America Working Series, No. 2.
American Association of Community and Junior Colleges, Washington, D.C.
SPONS. AGENCY- Association of Community Coll. Trustees, Annandale, Va.
REPORT NO.- ISBN-0-87117-148-1
PUB DATE- 85
NOTE- 67p.; For the first volume in this series, see ED 245 738.
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, NW, Suite 410, Washington, DC 20036 ($9.00)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Community Colleges; *Cooperative Programs; Educational Research; *Institutional Characteristics; National Surveys; *School Business Relationship; *School Community Relationship; School Statistics; School Surveys; Technical Institutes; Two Year Colleges

A study was conducted for the American Association of Community and Junior Colleges (AACJC) and the Association of Community College Trustees (ACCT) to determine the nature and extent of partnerships that exist between community colleges and business/industry and high schools in the United States. The survey of 1,219 colleges sought information on the colleges' characteristics; establishment of business, industry, labor councils; participation in private industry councils; coordination with business/industry; large private sector employee training; public sector employee training; small business support; high school/college partnerships; and economic development offices. Based on responses from 770 (63.2%) of the colleges, study findings revealed: (1) 41% of the colleges had established business, industry, labor councils on their campuses; (2) two-thirds of the colleges participated in the area Private Industry Council; (3) two-thirds of the responding colleges had appointed business/industry coordinators on their campuses; (4) nearly three-fourths of all respondents offered training for large private sector employees, and three-fourths offered training for public sector employees; (5) 83% of the colleges reported providing small business support beyond traditional credit course work; (6) nearly 90% of respondents had collaborative arrangements with the high schools in their areas; and (7) 80% of the colleges reported involvement with local and state economic development offices. Appendices include the survey instrument, descriptions of exemplary cooperative programs, and a statement of the interests and activities of the AACJC/ACCT Keeping America Working Project. (HB)

ED 258 640 JC 850 353

Lieberman, Janet E.
A Practical Partnership.
La Guardia Community Coll., Long Island City, N.Y.
PUB DATE- Jul 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Community Colleges; Cooperative Education; *Dropout Prevention; High Risk Students; *High Schools; High School Students; Program Descriptions; *Urban Education
IDENTIFIERS- *City University of New York La Guardia Comm Coll

Middle College, a high school program on the LaGuardia Community College campus, was designed to reduce the urban dropout rate, to prepare students more effectively for work or college, and to attract more students to higher education. As a public alternative high school on a college campus, the program creates a continuum between high school and college, featuring flexible pacing, broad curriculum options, service-oriented career education with required internships for all students, and a college environment. The school opened in 1974, with 125 students in the 10th grade. Each year, 125 more students were added after local junior high schools identified them as probable dropouts. This report on Middle College focuses on: (1) background information on the establishment of the program; (2) Middle School's service to the joint missions of the community college and the high school; (3) the Cooperative Education Program; (3) curriculum and the organization of high school and college course options; (4) problems that have been encountered and the way these problems were resolved; and (5) keys to the success of the Middle College program (e.g., the assumption of adulthood and respect for personal decisions of students, emphasis on awareness of personal options and control, and the power of the college environment). Finally, suggestions for the development of similar programs are offered, including early admission of the academically able student, cooperation between college and high school faculties, and institutional restructuring. (HB)

ED 258 668 JC 850 383

Today's Academic Leaders: A National Study of Administrators in Community and Junior Colleges.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, D.C.; EXXON Education Foundation, New York, N.Y:; Ford Foundation, New York, N.Y.; Teachers Insurance and Annuity Association, New York, N.Y.

PUB DATE- 84

NOTE- 10p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; *Administrator Qualifications; *Administrators; *College Administration; *Community Colleges; National Surveys; Two Year Colleges

Over 1,500 community and junior college administrators were sampled in a national study conducted by the Center for the Study of Higher Education to obtain an accurate, comprehensive picture of administrators' educational and employment backgrounds, career goals and aspirations, career paths, and concerns. Study results included the following: (1) the total number of professional positions held by the respondents ranged from 1 to 17; (2) 32.5% had held at least one joint appointment; (3) 55.5% had been the first person to hold a newly created position; (4) most of the respondents had not held their positions for over 5 years; (5) 90.5% were Caucasian, 37.4% were born between 1930 and 1940, and 83.7% were married; (6) the three administrative positions employing the largest number of the 323 women in the sample were head librarians (110), directors of financial aid (55), and academic deans (43); (7) overall, respondents' mothers had achieved a higher level of education than their fathers; (8) 46.6% of the respondents had earned three degrees; (9) 57.6% felt participation in community activities aided career advancement; (10) 50.1% had experienced a mentor relationship; (11) the factor of greatest importance in selecting their current institution was duties of the position, while salary and institution reputation were primary reasons for remaining; (12) 17.5% were considering a job change, and 76.1% would choose to be an administrator again. (LAL)

ED 258 697 PS 015 104

Halford, Graeme S.

A Hierarchy of Concepts in Cognitive Development.

PUB DATE- Apr 85
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Child Development; *Cognitive Ability; *Cognitive Development; Criteria; *Decision Making; *Developmental Stages; Foreign Countries; Infants; Inferences; Preadolescents; Preschool Children; Theories; Validity
IDENTIFIERS- Australia; Theoretical Analysis; *Thinking Skills

Cognitive development proceeds through a series of four levels. The first is the single-class level, attained by infants at approximately 1 year of age. At the single-class level, concepts are based on element similarity or convention (for example, images and words for common objects). The second level is the relational level, attained by toddlers at about 2 years of age. At the relational level, concepts concern two classes and the relation between them. Relational concepts may be based on element similarity, convention, or relational similarity. The third level is the inferential level, attained by young children at about 5 years of age. At the inferential level, relational concepts are composed to form higher level concepts, and inferences are possible. Concepts at the inferential level may be based on element or relational similarity, convention, or internal consistency, the last of which gives semantic independence. The fourth level is that of logical reasoning, in which new expressions may be generated and the logical validity of inferences may be checked. Research indicates that this level is attained when children are about 11 or 12 years old. (Author/RH)

ED 258 711 PS 015 187

Food Buying Guide for Family Day Care Homes.
Food and Nutrition Service (USDA), Chicago, IL. Midwest Regional Office.; Michigan State Board of Education, Lansing.
PUB DATE- Sep 84
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Early Childhood Education; *Family Day Care; *Food; *Food Standards; Guidelines; *Nutrition; State Standards
IDENTIFIERS- Food Preparation; *Food Selection; *Michigan

Offered in this guide are facts enabling family day care providers in Michigan to serve meals meeting meal pattern requirements of the state's Child Care Food Program. Adapted from the "Food Buying Guide for Child Nutrition Programs," contents are based on the latest Federal regulations and meal pattern requirements, current food production and marketing techniques, packaging methods, and grading standards. Introductory information explains the yield data tables, how to calculate the quantity of food needed, and how to use additional yield information. Foods are classified according to meal pattern components of the Child Care Food Program: meat and meat alternatives, vegetables and fruits, bread and bread alternates, and milk. In that order, sections 1 through 4 of the guide concern foods in those categories. The yield data tables furnish information about food as purchased, the purchase unit, servings per purchase unit, serving size or portion, and, when relevant, additional yield information. Appended are a chart of meal pattern requirements, a chart of bread and bread alternates, and tables concerning abbreviations and symbols, volume equivalents, decimal equivalents of commonly used fractions, and metric equivalents. (RH)

ED 258 740 RC 015 276

Futrell, Colvin R.
A Study of Shared Services in New Mexico School Districts.

PUB DATE- May 84
NOTE- 102p.; An Advanced Research Project for the Degree of Education Specialist at Northern Arizona University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Consortia; *Cooperative Programs; Delivery Systems; *Education Service Centers; Elementary Secondary Education; Feasibility Studies; Inservice Teacher Education; Interviews; Literature Reviews; *Program Effectiveness; Questionnaires; *Shared Services; *Small Schools
IDENTIFIERS- *New Mexico

To determine if a state-supported program of educational cooperatives would be beneficial to New Mexico's small schools, a review of the literature from 1960 was conducted and questionnaires were sent to selected New Mexico educators, followed by interviews. Approaches to shared services used by Texas and New York were investigated through the literature. Twenty interviews were conducted; 15 were with superintendents of small New Mexico school districts and most of the rest were with state department of education personnel. Various kinds of shared activities between New Mexico's small schools have existed over time including special education, vocational education, Title IV-C, and purchasing. Many programs ceased because of the considerable distances involved. Respondents generally favored shared services cooperatives, but foresaw problems in supervising and administering both staffs and programs, and had reservations about the time spent and cost of travel between districts. Overall, small or isolated schools could improve their programs if New Mexico adopted a regional service center approach like that in Texas. New Mexico should fund or pay for all basic services needed by districts with less than 700 students. Consolidation should not be used, because it does not improve services; some restructuring might help, however. (BRR)

ED 258 390 EC 172 910

Chalfant, James C.
Identifying Learning Disabled Students: Guidelines for Decision Making.
NETWORK, Inc., Andover, MA.; Trinity Coll., Burlington, VT. Northeast Regional Resource Center.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 84
NOTE- 163p.; Prepared by the SEP National Task Force on Specific Learning Disabilities.
CONTRACT- 300-83-0187
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Decision Making; *Definitions; Elementary Secondary Education; *Eligibility; *Handicap Identification; High Risk Persons; *Learning Disabilities; Referral

The report examines current problems in assessing and identifying learning disabled students and recommends practices to solve those problems. An initial chapter reviews the reasons for misidentification of this population. Section I presents a summary of identification practices drawn from guidelines of 50 state educational agencies, the District of Columbia, and 48 local educational agencies. Sections II through IV deal with these practices in greater detail, including such topics as the following: determining eligibility (terminology and definition, exclusionary criteria, the discrepancy criterion); identification procedures (pre-referral activities, teacher support teams, identification of high risk students); and decision making (team decision making, transitioning and exiting procedures). It is recommended that: (1) on the state level, practices and procedures already in operation should be reviewed and refined; and (2) on the local level, guidelines need to be more clearly delineated, and known improvements applied. The long-range implications are that: (1) the roles of special education versus regular education should be redefined; (2) the concept of "eligibility" ought to be reviewed; and (3) there is a great need for regular education to develop special help alternatives for any student who may need assistance. (CL)

ED 258 424 EC 172 944

Oversight Hearing on Monitoring Activities of the Office of Special Education and Rehabilitation Services. Hearing Before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, Second Session (August 1, 1984).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 85
NOTE- 98p.; Parts of the document have small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); *Disabilities; Elementary Secondary Education; *Government Role; Hearings; *Special Education
IDENTIFIERS- Congress 98th

The August 1, 1984 hearing focuses on the monitoring activities of the Office of Special Education. Statements are presented from the Assistant Secretary for Civil Rights, Department of Education; representatives of the Consortium for Citizens with Developmental Disabilities (CCDD); and the Assistant Secretary for Special Education and Rehabilitation Services, Department of Education. The report of CCDD criticizes the decreasing scope of federal monitoring, obstacles to parent and professional input, problems wih on-site reviews, and lack of consistency in followup. An attorney also cites problems within the monitoring procedures, including confusion of state plan review and compliance monitoring activities, and investigative and followup procedures. The Assistant Secretary for Civil Rights, U.S. Department of Education reviews recent activities within the Office for Civil Rights to ensure compliance with P.L. 94-142 and Section 504 of the Rehabilitation Act of 1973. The statement of the Assistant Secretary for Special Education and Rehabilitative Services, Department of Education touches upon program management reviews, financial management reviews, program data analysis, and audits. (CL)

ED 258 441 FL 014 894

Tabbert, Russell
Bilingual Education and the Alaskan Native Languages.
PUB DATE- Feb 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Alaska Natives; *Bilingual Education; *English (Second Language); *Language Maintenance; *Language of Instruction; *Native Language Instruction; Social Change
IDENTIFIERS- Alaska

The present language situation among Alaskan natives and the prospects for maintaining the traditional languages are such that in order to plan for a continued native language presence, it must be recognized that: (1) the shift to Engish is a natural result of a set of social conditions, with no single factor or group to blame; (2) the decline of the traditional language in active family and community use does not mean the end of native cultural and ethnic identity; (3) English is the dominant language for many Alaska natives; and (4) attempts to consciously maintain declining languages or to revive ones already moribund have been largely unsuccessful. Planned support for the native languages should consist primarily of activities that would "objectify" the languages in documentary and reference sources and in instructional materials, expertise, and school programs, allowing the languages to be consciously conserved as central artifacts of the cultures. The only viable institutional framework to sustain such an effort is state-supported public education. However, current programs in bilingual education are piecemeal, and motivated and funded to remedy the civil rights problem of limited English-speaking ability. A positive commitment to the teaching of native languages to all native children as part of a language enrichment program is needed, requiring a greatly expanded capability in teacher training, materials, curriculum, linguistic research, and teaching. (MSE)

ED 258 486 HE 018 394

Brewton, Deborah L.; Hurst, Emily E.

A Study of the Attrition Rate of Beginning Freshmen at a Major Urban University. SAIR Conference Paper.

PUB DATE- Oct 84

NOTE- 12p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Little Rock, AR, October 24-26, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Persistence; College Graduates; *College Students; *Dropout Research; Full Time Students; Grade Point Average; Higher Education; Institutional Research; Longitudinal Studies; Majors (Students); Part Time Students; Predictor Variables; *Student Attrition; Student Characteristics; Student Financial Aid; *Urban Universities

IDENTIFIERS- SAIR Conference; *University of Alabama Birmingham

Academic persistence at the University of Alabama in Birmingham (UAB) was studied from fall 1979 through spring 1983. Attention was directed to the school's graduation rate and correlations between sex, race, major, grade point average (GPA) and persistence. Of the 1,043 students who were beginning freshmen in 1979, the study sample consisted of 92 students, of whom 73 percent were white and 27 percent were black. Eighty-three percent were permanent residents of the local county. As of fall 1983, 33 percent of the beginning freshmen were active at UAB, and after 5 years, 14 percent of the sample had graduated. A majority of students were enrolled full-time during the first 2 years, but in the last 3 years more of the sample were part-time. Students in a well-defined study program, such as engineering, tended to have higher GPAs and higher persistence rates, while whose who were unsure of their goals usually dropped out and had lower GPAs. Forty-eight percent of students with a GPA of 2.0-2.9 on a 4.0 scale had graduated or were persisting. In addition, financial aid seemed a prominent factor in persistence. Twenty-five percent of the students who had graduated or were enrolled in spring 1984 had taken time off for at least a term during the 5 years. Ways that the study could be enlarged are suggested. (SW)

ED 258 514 HE 018 472

An Assessment of the Foreign Language Discipline in Virginia's State-Supported Institutions of Higher Education. A Report to the Council of Higher Education and Virginia's State Supported Institutions of Higher Education by the Task Force on Foreign Languages.

Virginia State Council of Higher Education, Richmond.

PUB DATE- May 85
NOTE- 258p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Admission; *College Curriculum; College Faculty; *College Second Language Programs; Degrees (Academic); *Enrollment Trends; Graduation Requirements; Higher Education; Institutional Characteristics; *Second Language Instruction; State Aid; State Colleges; State Surveys; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Public Colleges; *Virginia

An evaluation report on foreign language activities in the 39 state-supported institutions in Virginia is presented. After an overview of the state of the foreign language discipline, extensive information is provided for the state's two- and four-year institutions on foreign language offerings, enrollments, degrees, class size, state aid, faculty, and other aspects of instruction, as of fall 1983. Major issues relating to foreign language education in the state colleges are also identified, and ways to address these issues are recommended. The recommendations cover areas such as: articulation, classical studies, curriculum, exchange programs, facilities, faculty, teaching assistants, foreign language requirements, study abroad, and teacher training. The first appendix is an evaluation of the foreign language activities in all 39 public institutions, for each of which information is given on admission/graduation requirements, enrollments, curriculum, faculty, institutional support, and interinstitutional and innovative activities. Additional appendices include: a summary of four regional hearings conducted by the Task Force on Foreign Languages, a description of foreign language developments at each institution since fall 1983; and a brief summary of action taken by the State Council of Higher Education on Task Force recommendations. (SW)

ED 258 542 IR 011 693

Eicher, Jean Claude
Economic Aspects of the Introduction of New Information Technologies in Education.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
REPORT NO.- CERI/NT/84.06
PUB DATE- Jul 84
NOTE- 54p.; Contained in papers of the International Conference on Education and New Information Technologies (Paris, France, July 9-12, 1984), see IR 011 688.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Costs; Developed Nations; Distance Education; *Educational Trends; *Efficiency; *Expenditures; Financial Support; Futures (of Society); *Government Role; *Information Science; Measurement Techniques; Microcomputers; Research Reports; Traditional Schools

Prepared for a 1984 Organisation for Economic Cooperation and Development (OECD) conference, this report addresses the necessary reform of educational systems and the cost of new information technologies and their efficiency in education. A discussion of trends in public expenditures for education includes a review of trends since 1970 in OECD countries, the structure of expenditure, and trends in public educational effort. The need for and problems in improving efficiency in education are considered, including the growing inefficiency of the traditional system, the relative failure of the "old" new technologies, and the potential efficiency of the new information technologies. Costs of these technologies are discussed in the context of: (1) methods and problems in measuring costs; and (2) the information content and shortcomings of available data. The supposed advantages of the new information technologies are reviewed, as well as the findings of evaluation studies, efficient use of the new technologies, and the external effects of their introduction in education. The principal outstanding problems are reviewed in the concluding statement and recommendations are made for cost studies, measurements of efficiency, and cost effectiveness studies. Notes and references and a paper on the problems of measuring education costs and methodological choices are included. (MBR)

ED 258 727 PS 015 234

Helping Churches Mind the Children: A Guide for Church-Housed Child Day Care Programs.

National Council of Churches of Christ, New York, N.Y.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Foundation for Child Development, New York, N.Y.
PUB DATE- 84
NOTE- 55p.
AVAILABLE FROM- Child Advocacy Office, National Council of the Churches of Christ in the United States of America, 475 Riverside Drive, Room 572, New York, NY 10115-0050.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advocacy; Budgeting; Certification; Check Lists; *Church Programs; *Community Relations; *Day Care; Early Childhood Education; *Educational Policy; Guidelines; National Surveys; Program Descriptions; *Program Development; Questionnaires; *Religious Cultural Groups; Resource Materials
IDENTIFIERS- Leasing; National Council Of Churches

Produced for pastors, parents, and church members who consider service to families with young children a vital part of ministry, this manual presents information to stimulate enthusiasm about child day care as an important part of church mission. Its goal is to describe the church's unique opportunity to care for children and to offer guidance to those involved in caregiving efforts. Chapter I profiles the programs of nearly 9,000 churches participating in the 1982 National Council of Churches' (NCC) survey and introduces the reader to the child advocacy work undertaken in recent years by the NCC. Chapter II shows how ministry to families with young children has become important in the United States today and describes four steps a church task force takes in assessing or reassessing child day care programs. Chapter III includes suggestions for child day care board membership and orientation as well as a list of steps to follow in starting a program. Specifically described are such issues as governance and church support, contractual agreements and licensure, goals and objectives, and the ethics of financial and personnel policies. Chapter IV stresses active communication between church and child day care community, while chapter V describes selected resources for church-housed child day care programs. Appendices provide the proposed policy statement on child care of the National Council of the Churches of Christ, information on licensing, a sample lease agreement, and sample budgets. (RH)

ED 258 343 EA 017 839

Cooper, Carol M.; Jones, Edward V.

The State of the Art in Inservice Education. A Review of the Literature.

George Mason Univ., Fairfax, Va. Div. of Continuing Education.
PUB DATE- 84
NOTE- 62p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (9th, Orlando, FL, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Inservice Teacher Education; Instructional Development; *Literature Reviews; *Program Administration; Program Descriptions; Program Development; Resource Allocation; *Staff Development; *Teacher Improvement

This monograph reviews the literature pertaining to inservice education and summarizes its contents relating to several broad themes: planning and instructional concerns in inservice education, problems relating to administration and coordination of inservice programs, and elements common to successful programs. The literature of inservice describes a diverse range of staff development practices and problems, but reflects a general lack of consensus as to what should be done to assure the most productive allocation of available resources for effective inservice programs. In view of these limitations, this paper attempts to summarize what is known, and thereby identify more clearly what we do not know or have been unable to accomplish with respect to inservice education. (Author/TE)

ED 258 406 EC 172 926

Mastropieri, Margo A.; And Others

Facilitating the Acquisition of Science Classifications in Learning-Disabled Students.

PUB DATE- Apr 85
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classification; Junior High Schools; *Learning Disabilities; *Mnemonics; *Science Education; *Teaching Methods

Learning-disabled junior high school students (N-36) were taught three dichotomous classifications for each of eight minerals; hardness level (hard-soft), color (pale-dark), and common use (home-industry). Ss were randomly assigned to three experimental conditions in order to learn this information. In the direct instruction condition, Ss were taught the mineral classification according to the principles of direct instruction (i.e., student participation with repeated practice and reinforcement). In the mnemonic instruction condition, Ss were shown thematic illustrations that integrated each of the minerals and its symbolized attribute classifications. In the free-study condition, Ss were instructed to learn the eight minerals however they wished. It was found that Ss who learned via mnemonic instruction outperformed those who were allowed free study, who in turn outperformed direct instruction students. Implications for classroom instruction are indicated. (Author/CL)

ED 258 457 FL 015 085

Parish, Charles
In Defense of Innovative Methods.
PUB DATE- Apr 85
NOTE- 29p.; Revised version of a paper presented at the annual meeting of the Teachers of English to Speakers of Other Languages (19th, New York, NY, April 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Educational Innovation; *Educational Strategies; *English (Second Language); *Experimental Teaching; *Second Language Instruction; Teaching Methods

A discussion of the growing assumption that the theories and approaches of the Silent Way, Counseling-Learning, Total Physical Response, Comprehension Training, and Suggestopedia deal with trivial issues rather than with the primary substance of language teaching and learning examines the question of rigorous scientific experimentation with methods and the limitations of certain types of experiments, the importance of the uniform emphasis on the affective component, the issue of attitudinal problems as separate from cognitive tactics in learning, and the accepted validity of the psycho- and sociolinguistic premises underlying these methods. It is proposed that the recognition of and compensation for the failure-orientation of language students may logically precede concern with the more currently respectable issues of curriculum development and language program design. The attention given to overcoming negative attitudes and experiences is seen as an essential, basic, and nontrivial component of the entire language pedagogy situation, and vital to the teaching profession. (MSE)

ED 258 472 FL 015 101

A Study of the Extent and Effect of English Language Training for Refugees. Phase One: Results of a Comprehensive Mail Survey. Executive Summary.

Northwest Regional Educational Lab., Portland, Oreg. Office of Research and Evaluation Services.

SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.

PUB DATE- Sep 82

NOTE- 19p.; For related documents, see FL 015 102-105.

CONTRACT- HHS-100-81-0066

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Costs; Educational Quality; *English (Second Language); *Financial Support; National Surveys; Policy Formation; Program Administration; Program Design; *Program Effectiveness; Public Policy; *Refugees; Regional Planning; *Second Language Instruction; State Agencies; *Student Characteristics

Results of a national survey of regional, state, and local agencies administering English language training programs for refugees, the first phase of a larger study of the training programs, are reported. The executive summary outlines the responses from 8 regional, 36 state, and 232 local agencies on four topics: (1) the nature and extent of English language training for refugees, including the characteristics of local service providers and their programs; (2) the resources and costs involved in that training, including the sources of funds and the ways they are allocated; (3) the characteristics of the refugees receiving training; and (4) factors relating to program quality and success. Recommendations based on the findings are made to four groups: local service providers, state level refugee program administrators, national policymakers, and organizations engaged in resarch and evaluation. (MSE)

ED 258 683 PS 014 866

Strobl, Catherine; Van Domelen, Nancy
Off to a Good Start: Practical Nutrition for Family Day Care.
Colorado State Dept. of Education, Denver.

SPONS. AGENCY- Department of Agriculture, Washington, D.C.
REPORT NO.- ISBN-0-9606862-0-7
PUB DATE- 82
NOTE- 142p.
AVAILABLE FROM- Wildwood Publishing, 1800 Gaylord Street, Denver, CO 80206 ($7.95).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Consumer Economics; Early Childhood Education; *Eating Habits; *Family Day Care; *Food; Guidelines; Health; *Nutrition; Nutrition Instruction
IDENTIFIERS- Meal Programs; Recipes (Food)

Written for adults and children, this basic nutrition resource book informs parents and day care providers about the importance of good nutrition, aids them in teaching basic nutritional concepts to children, and provides practical ways to use nutrition information in daily life. Some of the key elements include eating guidelines for adults and children, practical advice on consumer decisions, and helpful hints for meal planning and food preparation. Activity sections that follow most of the informational sections suggest activities that are appropriate for preschool-age children, are easy to do in the day care home, and cover most of the major concepts presented in the book. Recipes, scattered throughout the book, demonstrate how the basic nutritional ideas can be applied in the kitchen. Along with each recipe is a chart to aid United States Department of Agriculture (USDA) Child Care Food Program participants in determining how each food fits into their daily eating pattern. The chart relates the size of serving needed to meet one or more of the USDA food requirements for children 3 to 6 years of age. Recommended serving sizes are included. (RH)

ED 258 374 EC 172 743

Newington High School Gifted and Talented Program.
Newington School District, CT.
PUB DATE- 84
NOTE- 23p.; The program was developed at Newington High School.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Credits; *College School Cooperation; Cooperative Programs; *Gifted; Higher Education; High Schools; Internship Programs; Practicums; Program Descriptions; *Seminars
IDENTIFIERS- Connecticut (Newington)

Newington (Connecticut) High School developed a gifted/talented program based on independent research, seminar sessions, course offerings in the collegiate setting, internships, and college credit programs at the school. An evening seminar series addresses topics chosen as a result of student needs assessment. The Collegiate Challenge Series offers students in grades 11 and 12 the opportunity to take college courses. Internships with an area museum and planetarium are offered as well as college credit courses as a component of the day program at Newington High School A question and answer section on the Collegiate Challenge Series addresses basic questions of finance, high school credit, and eligibility. Brief descriptions of seminars are provided; subjects include criminal law, scientific thinking, contemporary theatre, calligraphy, and advances in science. Sample registration forms are also included. (CL)

Morse, Susanne W.
Employee Educational Programs: Implications for Industry and Higher Education. ASHE-ERIC Higher Education Research Report No. 7.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-16-0
PUB DATE- 84
NOTE- 99p.
CONTRACT- 400-82-0011
AVAILABLE FROM- Association for the Study of Higher Education, Publications Department, One Dupont Circle, Suite 630, Washington, DC 20036 ($7.50 nonmembers; $6.00 members).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- College Role; *Cooperative Programs; *Education Work Relationship; Government Role; Higher Education; *Industrial Training; Inplant Programs; *Job Training; Labor Force Development; Program Evaluation; *School Business Relationship; *Staff Development; Teaching Methods; Training Allowances; Unions
IDENTIFIERS- *Corporate Education; Tuition Benefit Programs

Current types of industry-sponsored educational programs, training facilities, and teaching and evaluation methods are described. The history of education and training within the corporate world and the roles of government and unions are traced. Factors that have limited college and industrial cooperation in employee education are also identified. Four types of employee educational programs are covered: (1) job and company-specific training offered in-house; (2) trade seminars and professional meetings; (3) tuition aid programs; and (4) credit courses and degree programs offered by businesses either independently or in cooperation with colleges. Philosophies of educating for work are discussed, as are competency studies conducted by three organizations. Benefits of collaboration for the two sectors are identified. For colleges, industry provides a source of students and an opportunity for faculty to better understand technological changes and skills needed by employees. For industry, colleges offer facilities, faculty expertise, research findings, and structures for awarding credit and degrees. Issues that colleges and industry should consider in deciding whether to work together in educating employees are outlined, as well as ways to identify each other's needs and assets. (SW)

Van de Walle, Debra
An Extended Study on Students' Perceptions of Success and Failure in Nursing School.
PUB DATE- May 85
NOTE- 212p.; Student Research Report, Indiana University School of Education.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Academic Achievement; Aptitude; Attitude Change; *Attribution Theory; Clinical Experience; *Failure; Higher Education; Longitudinal Studies; *Nursing Education; *Student Attitudes; Student Motivation; *Success; *Teaching Hospitals

Changes in students' perceptions of success and failure as they progressed through a diploma hospital nursing program were studied, in a replication of a study by Davidhizar. Weiner's attribution theory was also assessed to determine students views of the following explanations of success: effort, ability, task ease, or luck. Effort was cited as the main reason for success in providing nursing care; within that framework, it was rated the least important explanation for success by students in psychiatric and mental health nursing, and the most important reason for success by students in medical-surgical nursing. Ability was the second most frequently cited explanation for success in nursing care, followed by task ease and luck. While task difficulty was cited as the main reason for lack of success in providing nursing care, it was cited less often as students progressed through nursing school. Low effort was rated as the next most important reason for lack of success, followed by bad luck and low ability. Reasons cited for success/failure in mastering theory were also assessed. In addition to viewing clinical/classroom success as linked to internal reasons such as ability and effort, students also felt that the instructor was important. Appendices provide a long list of student answers (and their frequencies) to open-ended questions concerning their success/failure. (SW)

ED 258 556 IR 011 711

Putnam, Ralph; And Others

A Summary of Misconceptions of High School BASIC Programmers. Technology Panel Study of Stanford and the Schools. Occasional Report #010.

PUB DATE- Aug 84
NOTE- 24p.; For related document, see IR 011 707.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computers; *Error Patterns; High Schools; High School Students; Interviews; *Programing; Programing Languages; Psychological Studies; Screening Tests; *Testing; *Test Interpretation; Test Use
IDENTIFIERS- *BASIC Programing Language; Misconceptions

Misconceptions high school students have about constructs in the BASIC programming language were examined in this study. A total of 96 high school students received a screening test after a semester course in BASIC programming, and 56 of these students were subsequently interviewed by means of questions and short programs prepared in advance. The purpose of the screening test was to detect possible problems with constructs such as reading data, branching, and looping. Tape recordings, written notes, and responses generated during the interviews were used to determine patterns of errors and misconceptions. Notations of frequently, fairly frequently, and occasional were given to the students' error rate. The most common errors were: (1) reversal of assignment statement; (2) misinterpretation of quotation marks; (3) difficulties with READ statements; (4) loop construction; and (5) IF statement utilization. Examples of the most common errors are included to illustrate each misconception together with student remarks as to why the error occurred. A summary assessment of students interviewed concludes the report. (JB)

ED 258 571 IR 051 148

Gilreath, Charles L.
AGRICOLA User's Guide. Revised .
National Agricultural Library (DOA), Washington, D.C.
PUB DATE- 84
NOTE- 230p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Agriculture; Cataloging; *Classification; *Databases; Guidelines; *Indexing; *Information Retrieval; Information Scientists; Online Systems; *Search Strategies
IDENTIFIERS- Bibliographic Retrieval Services; DIALOG; End Users

This document is the newest revision of the third manual documenting the National Agricultural Library database. Since it began in 1970, the AGRICOLA database has continued to grow and to change steadily; new subfiles have been added, database record formats have been expanded, and subject category code schemes have been modified several times. The number of users of the file has grown steadily as well, and this revision of the manual attempts to meet the needs of both sophisticated searchers and the growing number of end users of information. The basic arrangement remains the same, although several changes in content and emphasis have been made. Section I now contains a general discussion of characteristics of agricultural literature that many affect online retrieval. Section II updates the technical aspects of AGRICOLA, documenting policies and various elements of the database records, e.g., subject codes and language abbreviations. Sections III and IV, which document the database as it is loaded on the DIALOG and BRS (Bibliographic Retrieval Services) systems, concentrate on fields in the database record and assume that the reader has other sources covering the mechanics of searching the two systems. Section V covers database selection and cross-database searching. Summaries of the category codes, DIALOG/BRS basic functions, and DIALOG/BRS retrieval codes are included. (BBM)

ED 258 585 IR 051 182

Marchionini, Gary; Gattone, Dean

Searching the Online Public Access Catalog. Final Report.

SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 30 Jun 85
NOTE- 33p.; Best copy available. For related document, see ED 231 404.
CONTRACT- CLR-791-I
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Correlation; Graduate Students; Higher Education; *Individual Characteristics; *Information Retrieval; Library Catalogs; Online Systems; *Search Strategies; *User Satisfaction (Information)
IDENTIFIERS- *Online Catalogs

A study of ways in which users conduct subject searches with an online public access catalog (OPAC) was performed at the College Park Campus of the University of Maryland. Both process (search patterns) and product (search results) variables were examined with respect to individual characteristics of 39 volunteers, many of whom were master's level (64%) library science (62%) students. The OPAC used is menu-driven, and provides access through author, title, combined author/title, subject (LC subject headings), keyword, and number; boolean searching was not fully implemented at the time of the study. Each subject was asked to complete two search tasks, one straightforward and easy to complete, and the other open-ended and more difficult. They were then asked to list the call numbers of relevant items and to fill out a questionnaire designed to ascertain user satisfaction and demographic information. Results were considered for three criterion measures: user satisfaction, number of hits, and relevancy score. It was found that (1) the subjects used the OPAC with relative ease and the degree of success and satisfaction obtained was relatively high; (2) most subjects preferred subject heading to keyword searching, and (3) there was no evidence of strong relationships between search type or search results and individual characteristics. (BBM)

Saba, Virginia Kathleen Joseph
A Comparative Study of Document Retrieval Systems of Nursing Interest.

PUB DATE- 81
NOTE- 154p.; Ed.D. Dissertation, American University.
AVAILABLE FROM- University Microfilms International, 300 N. Zeeb Rd., Ann Arbor, MI 48106 (Order No. AAD81-24656).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Bibliographies; Comparative Analysis; *Databases; Indexes; *Indexing; *Information Retrieval; Measurement Techniques; *Nursing; Online Systems; Periodicals; *Relevance (Information Retrieval)
IDENTIFIERS- *Computer Searches; ERIC; International Nursing Index; Medline; National Health Planning Information Center; Social Science Citation Index

Intended to provide the nursing community with a comparative analysis of four major computerized document retrieval systems and one manual system providing coverage of the nursing literature, this study compares the indexing vocabulary, database coverage, and retrieval performance of the Educational Resource Information Center (ERIC), International Nursing Index (INI), Medical Literature Analysis and Retrieval System On-Line (MEDLINE), National Health Planning Information Center (NHPIC), and Social Science Citation Index (SOCIAL SCISEARCH). Results of searches on the five systems were compared with bibliographies on the same topics--continuing education for nurses, patient classification, problem oriented records, nurse practitioners, and nurse staffing. According to the measures used in this study, MEDLINE had the best coverage of the nursing and non-nursing journals; had the most accurate indexing capability; and produced the most complete retrieval results for nursing topics. Although INI indexed the greatest number of nursing journals, its overall retrieval performance was not as complete as that of MEDLINE. ERIC, NHPIC, and SOCIAL SCISEARCH coverage of the nursing literature was found to be limited in scope and focus, and it was concluded that these systems should be searched in addition to MEDLINE for appropriate topics: nursing education (ERIC), health planning (NHPIC), and journals not usually included in nursing collections (SOCIAL SCISEARCH). (BBM)

ED 258 613 JC 850 276

Shimabukuro, Milton
Laney College Transfer Opportunities Program, Sponsored by the Ford Foundation. A Narrative Report, 1983-84.
Laney Coll., Oakland, Calif.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 84
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; Community Colleges; Curriculum Development; Program Descriptions; Student Personnel Services; *Transfer Programs; Two Year Colleges; Urban Education
IDENTIFIERS- *Urban Transfer Opportunities Program

Activities and outcomes of a Transfer Opportunities Program developed at Laney College, with a grant from the Ford Foundation, are presented in this report. Introductory material outlines the purpose of the program (i.e., to establish an intervention strategy to improve student academic performance and persistence; increase the number of students transferring to four-year institutions; and increase faculty awareness of the problem of transferability); lists activities designed to achieve program goals; and highlights changes in the program. Next, a profile of activities developed under the three major program components - study groups, workshops, and transfer seminars - are presented. These sections highlight the objectives of each program component and the activities conducted to accomplish those objectives; the ways in which the component was modified; and selected data on students. Next, information is provided on participants in the transfer program and selected data on individual student contacts and services rendered are included. Supplementary information is appended on attrition rates; staff; program activities charts; and workshops and seminars. (HB)

ED 258 641 JC 850 354

Lieberman, Janet E.
Insights from Studies on Collaboration.
La Guardia Community Coll., Long Island City, N.Y.
PUB DATE- Jul 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Community Colleges; *Cooperative Programs; High Schools; Program Descriptions; Student Needs; Two Year Colleges

A discussion is provided of key elements in the success of cooperative programs between high schools and colleges. First, traditional approaches to collaboration, such as the the development of high school courses by university teachers, are reviewed; differences in the cultures of the high school and the college are specified; and the broad range of options available to educators who are willing to accept the need for structural reform and to use the needs of the student as a guide is introduced. Next, the paper looks at factors that are important to successful collaboration, including: (1) the identification of a faculty member with a sense of mission and established credibility to design a realistic program which can gain the approval of authorities at each level of the system; and (2) the development of a program which offers benefits to both institutions. Then, the paper discusses the need for structural changes to ensure effective collaboration, focusing on mastery learning, lowered student/faculty ratios, limited school size, design of courses for the average as well as the exceptional student, and the inclusion of remedial programs within the curriculum. The final sections specify methods of enhancing the high school/college relationship, and the optimum methods of program evaluation. (HB)

ED 258 655 JC 850 370

Robertson, Lyle R.
Emerging Technologies Consortium. Implications for Community Colleges of a Survey of Michigan Technology Users and Producers.
PUB DATE- Apr 85
NOTE- 13p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (65th, San Diego, CA, April 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Demand Occupations; *Educational Needs; *Employer Attitudes; *Employment Projections; *Job Skills; State Surveys; *Technological Advancement; Two Year Colleges

An employer survey was conducted by the Emerging Technologies Consortium to assess changes in the workplace and their implications for the delivery of community college educational services. Over 100 business firms in Michigan were contacted to obtain employers' views on their current use of technology, changing employment qualifications, employment projections, and their assessment of the future. Major findings included the following: (1) 70% of the company representatives interviewed expected employment in their firms to grow over the coming years; (2) three of every four durable manufacturing firms were using computer-assisted design, and half of the durable and two-thirds of the non-durable manufacturers were using computer-assisted manufacturing processes; (3) 73% of the respondents expected professional staff to increase, 65% expected increases in technicians, 63% expected increases in the need for skilled craftspersons; (4) 39% of all firms expected decreases in the need for production workers, 18% predicted a lower need for clerical staff, and 11% envisioned decreases in supervisory and managerial staff; (5) interpersonal and communication skills were seen as a top priority for employees; and (6) three out of ten respondents were involved in providing technology update for faculty. Appendices include information on the study sample, employment projections, and expected personnel shortages by technology users. (HB)

Ashcraft, Mark H.
Children's Mental Arithmetic: Toward a Model of Retrieval and Problem Solving.
SPONS. AGENCY- National Inst. of Education (ED), Washington, D.C.; National Science Foundation, Washington, D.C.
PUB DATE- Apr 85
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
GRANT- NSF-SED-8021521
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arithmetic; *Cognitive Development; *Cognitive Processes; *Computer Simulation; *Memory; Models; Predictor Variables; *Problem Solving
IDENTIFIERS- *Retrieval (Memory)

Described in the context of a computer simulation are highlights of a program of research focusing on the storage of mathematics problem solving information in young children's memory and the development of such knowledge structures in older children. Specifically discussed are the problem size effect, the network nature of the memory representation, the development of addition knowledge, and predictions of automatic and conscious retrieval. These topics are broached in relation to a four-stage process model incorporating encoding, search/compute, decision, and response stage processes and two general classes of information stored in memory: a network of stored facts and knowledge about arithmetic. Discussion centers primarily on the network of stored facts, or declarative knowledge component of the model. It was found that the model successfully simulates the pattern of results found in developmental studies of simple arithmetic. The model itself derives from reasonable assumptions about the nature of human memory organization and processes. An especially noteworthy feature of the model is that the same fundamental mechanism, learning, accounts for all four aspects of the model. With learning comes first a representation of arithmetic knowledge in a network-node structure, and then a strengthening of those nodes across development. Retrieval from the network depends directly on node strength, and becomes more automatic as strength reaches asymptotic values. (RH)

ED 258 712 PS 015 189

Moerk, Ernst L.

The Fuzzy Set Called 'Imitations.'

PUB DATE- Apr 85
NOTE- 27p.; Draft of a paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Behavior Patterns; *Child Language; *Cognitive Processes; *Imitation; Infants; *Language Acquisition; Language Research; Models; *Parent Influence; Toddlers
IDENTIFIERS- *Rehearsal (Memory)

This investigation addresses problems of defining verbal imitation, and suggests solutions by analyzing verbal interactions between two children and their mothers. Children were between 18 and 35 months old, with a mean length of utterance between 1.4 and 4.2 morphemes. Analyses focus upon the uses these children made of maternal models; 10 subsets of imitational phenomena are differentiated. Frequencies of these subsets are presented together with the sequential contingencies between maternal antecedents and the subsets of filial imitations. With the younger child, phenomena resembling generalized imitation training were encountered (i.e., the training of a rehearsal strategy and not only the training of specific linguistic contents). With the older child, the variety of interactional patterns and of linguistic contents trained was larger. Microanalyses, based upon verbatim examples of verbal interactions, suggest differential filial processing, either in the sensory register only, in short-term memory, or in long-term memory. These differential levels of processing were sometimes encountered even within the same utterance. A three-dimensional coordinate system is suggested for the differentiation of the various imitative uses of model utterances. The coordinates represent (1) the level of processing of the model, (2) the degree of isomorphy between model and imitation, and (3) the type of learning achieved through these processing strategies. (Author/RH)

ED 258 741 RC 015 292

Burke, Rebecca A.
The Feminization of Poverty...Is This Happening in Iowa?
Iowa State Commission on the Status of Women, Des Moines.
PUB DATE- Feb 84
NOTE- 260p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Battered Women; Criminals; Day Care; Disabilities; Family Planning; *Females; *Heads of Households; Health Needs; Hearings; Housing; Job Training; Legal Aid; Minority Groups; Older Adults; *Poverty; Rural Population; Sex Discrimination; *Socioeconomic Influences; Welfare Recipients
IDENTIFIERS- *Feminization of Poverty; *Iowa

Concluding that Iowa women are suffering more and in greater numbers than before, this report contains testimony from the 1983 public hearings initiated by the Iowa Commission on the Status of Women. Each section contains background information and testimony from women who have had firsthand experience of poverty--such as female heads-of-household, and rural women--and from those who, because of their job or service, have had direct contact with poor women and their children--such as advocates for the elderly, school administrators, representatives of human resource agencies, and women's organizations. Following profiles from some Iowa women who testified at the hearings, areas of need are detailed covering child care, welfare reform, employment and training, health, housing, family planning, and legal services. Special populations are then addressed including elderly women, minority women, abused women, rural women, disabled women, and female offenders. Conclusions emphasize testimony directed at the need for changes in our educational and socialization processes. Appendices provide statistical summaries with tabular information, general testimony, and the 1984 Legislative Program of the Iowa Commission on the Status of Women. (PM)

ED 258 344 EA 017 841

Ingram, Ruben L.

Implementing Standards for Quality Elementary Schools, Kindergarten through Eighth Grade.

PUB DATE- 8 Mar 85

NOTE- 50p.; Paper presented at the Annual Meeting of the American Association of School Administrators (117th, Dallas, TX, March 8-11, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Evaluation; Board of Education Policy; Curriculum Development; *Educational Improvement; *Educational Objectives; *Educational Philosophy; *Educational Planning; Elementary Education; Long Range Planning; *Program Implementation; *Standards; Teacher Evaluation

IDENTIFIERS- *Fountain Valley School District CA

The mission, philosophy, and goals of the Fountain Valley School District (California) and their implementation in the areas of curriculum and evaluation and assessment, are detailed in this report, which is the result of an organizational self-study in order to improve the quality of the district's instructional and managerial services. Specific guidelines for planning, developing, and reporting the action plans for implementation of the operational goals are also provided. The materials used to illustrate the implementation of these goals in the areas of curriculum and evaluation and assessment include lists of principles, elements, purposes, goals, and criteria; skills requirements; comments on educational regulations; literature reviews; and evaluation forms and guides to their use. (DCS)

ED 258 359 EA 017 857

School Effectiveness: Problem-Solving and Managing Conflict.
Minnesota State Dept. of Education, St. Paul.
PUB DATE- 85
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavior Theories; Conflict Resolution; Elementary Secondary Education; Employer Employee Relationship; Job Satisfaction; Leadership Styles; Management Systems; Models; Need Gratification; Organizational Climate; *Organizational Communication; Organizational Development; *Organizational Effectiveness; *Organizational Theories; *Problem Solving; *School Effectiveness
IDENTIFIERS- Managerial Grid Analysis; Maslows Hierarchy of Needs; Motivation Hygiene Theory; Theory X; Theory Y

This module discusses the theory and practice of school improvement and outlines a nine-step systematic problem-solving process for developing an action plan addressing school improvement goals. The first section describes a general model for the study of the school as a social system, as developed by Getzels and Thelen (1960). The second section discusses the appropriate use of knowledge from the behavioral sciences in developing more effective schools. Four basic theoretical models are reviewed: Maslow's Need Hierarchy, Herzberg's Motivation-Hygiene Theory, McGregor's Theory X and Y, and Blake and Mouton's Managerial Grid Analysis. The third section then presents the nine steps to systematic problem-solving: (1) defining the problem area, (2) identifying the present level, (3) identifying the desired level, (4) reevaluating the problem in light of the discrepancy between present and desired levels, (5) identifying the possible causes that have led to the present situation, (6) using consensus to select those causes that seem most likely, (7) identifying possible solutions, (8) evaluating each solution, and (9) formulating a specific, detailed plan of action. The fourth section lists the advantages and disadvantages of five approaches to conflict management: competition, accommodation, avoidance, compromise, and collaboration. Appended are participant worksheets for viewing a film, "Managing Conflict," available from the Minnesota Department of Education, a chart of the model for conflict management, and grid sheet for systematic problem-solving. (TE)

ED 258 391 EC 172 911

Jackson, Cynthia; Yovanovich, Sue Ann
Suggestions for the Use of Selected Behavioral Management Techniques.
Indiana Council of Administrators of Special Eduation.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Special Education.
PUB DATE- 84
NOTE- 95p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Modification; Classroom Techniques; *Disabilities; Educational Policy; Elementary Secondary Education; Ethics; Legal Problems; *Policy Formation; *Punishment

The manual provides an overview of issues associated with policies and practices in behavior management techniques. Legal, ethical, and programmatic issues are addressed in the first chapter which reviews pertinent court cases and focuses on the implications of punishment for behavior change. Section 2 contains suggestions for developing, implementing, and evaluating local policy for the use of behavioral management techniques. General principles for behavior management programs are addressed in section 3 which also contains information on the role of assessment and a review of selected behavioral change procedures from positive to highly aversive procedures. Extensive appendixes include sample policy statements and forms and a bibliography/resource list. (CL)

Stahlecker, James E., Ed.; And Others
State-of-the-Art: Research Priorities in Deaf-Blindness. Proceedings of a Conference (Washington, D.C., November 2-5, 1984).
Arkansas Univ., Little Rock. Rehabilitation Research and Training Center on Deafness and Hearing Impairment.; National Inst. of Handicapped Research (ED), Washington, DC.

PUB DATE- Nov 84
NOTE- 176p.; The document was also sponsored by the University of California Research and Training Center on Mental Health and Deafness; Mississippi State University, Research and Training Center on Blindess and Low Vision; and the Smith-Kettlewell Institute of Visual Sciences, Rehabilitation Engineering Center.
AVAILABLE FROM- Deaf-Blind Priorities, Center on Mental Health and Deafness, University of California, San Francisco, 1474 Fifth Ave., San Francisco, CA 94143 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Deaf Blind; Demography; Elementary Secondary Education; Rehabilitation; *Research Needs; Special Education; Technology

Ten papers are presented from a 1984 conference on research priorities in deaf-blindness. Each of five areas is examined first with a review of the literature and second with priorities for future research, summarizing the recommendations of the 10-member group. Responses to questionnaires sent to rehabilitation counselors, university affiliated service centers, programs, and state rehabilitation directors were also incorporated. The following five broad areas were examined: (1) demographics and population characteristics research; (2) psychological, developmental, and clinical research; (3) educational and school-based research; (4) rehabilitation and job-skills development research; and (5) technological (aids and device development) research. Authors of the papers are as follows: Raymond J. Trybus, Douglas Watson, Myra Taff-Watson, STephen Barrett, Wanda Hicks, Asa De Matteo, James E. Stahlecker, Roger Freeman, John Reinman, Theresa Smith, Jan Writer, Steven Machalow, Paul Cotter, Steve Bolgrin, William H. Graves, Rod Ferrell, Lawrence A. Scadden, and Deborah Gilden. (CL)

ED 258 442 FL 015 028

Drobnic, Karl, Ed.; Michaels, Kathryn, Ed.

English for Specific Purposes. Volumes I-VIII, Issues 1-96. April 1977 to March 1985.

Oregon State Univ., Corvallis. English Language Inst.

PUB DATE- Mar 85
NOTE- 731p.; Serial formerly titled "English for Science and Technology" (Volumes I-II, Issues 1-24. April 1977-March 1979); broken type and colored paper affect reproducibility of volumes I-II.
LANGUAGE- English
EDRS Price - MF04/PC30 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Classroom Techniques; Educational Research; English for Special Purposes; Higher Education; *Information Centers; Networks; Professional Associations; *Sciences; *Second Language Instruction; Teaching Methods; *Technology
IDENTIFIERS- *English for Science and Technology

This newsletter, published for eight years, was first known as "English for Science and Technology" (or the "EST Newsletter"), and later, with the third volume, as "English for Specific Purposes" (the "ESP Newsletter"). A function of the ESP Clearinghouse, the publication was intially sponsored by the AID/NAFSA Liaison Committee (AID = Agency for International Development; NAFSA = National Association for Foreign Student Affairs). The 96 issues compiled here were published monthly between April of 1977 and March of 1985. Typical issue contents include bibliographies and updates on clearinghouse-held materials on English for science and technology, book and materials reviews and abstracts, program descriptions, and instructional and administrative notes submitted by professionals in the field. (MSE)

ED 258 487 HE 018 395

Sanford, Timothy R.; Sadler, James C.

Using Comparative Expenditure Data for Institutional Planning. SAIR Conference Paper.

PUB DATE- Oct 84

NOTE- 29p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Little Rock, AR, October 24-26, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Instruction; *Comparative Analysis; *Computer Software; Enrollment Trends; Expenditure per Student; *Expenditures; Higher Education; Information Needs; *Institutional Research; *State Universities

IDENTIFIERS- *Peer Institutions; Public Service; SAIR Conference; University of North Carolina Chapel Hill

The use of Higher Education General Information Survey (HEGIS) data and a software program to compare public university expenditures is discussed. Financial expenditures at the University of North Carolina, Chapel Hill, (UNC) and other public universities were compared using 1981-1982 and 1982-1983 HEGIS data for public university members of the Association of American Universities (AAU) Data Exchange Group. For 24 universities, data are included on full- and part-time enrollments and full-time-equivalent (FTE) enrollments; expenditures for instruction, research, and public service; expenditures for specific activities; and research and instructional expenditures per full-time faculty and FTE student. The NPL Report Writer software was used with "The Chronicle of Higher Education's" machine readable data sets. The peer group consisted of the 24 institutions of the AAU data exchange group. A comparison group was constructed based on criteria such as student full-time-equivalency, faculty size, and total educational expenditures. Commands for the software program to generate different kinds of information are identified. Examples of NPL generated tables are also included. It is noted that while NPL quickly provides different categories of data, it offers virtually no statistical analysis procedures. (SW)

ED 258 515 HE 018 473

Methods for Calculating Salary and Fringe Benefit Cost Comparisons, 1985-86 to 1994-95. A Revision of the Commission's 1977 Methodology for Preparing Its Annual Reports on Faculty and Administrative Salaries and Fringe Benefit Costs.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- 85
NOTE- 55p.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *College Faculty; *Comparative Analysis; Evaluation Methods; *Fringe Benefits; Higher Education; *State Colleges; Teacher Employment Benefits; *Teacher Salaries
IDENTIFIERS- *California; *Peer Institutions; Public Colleges

A revised methodology for calculating faculty salary and fringe benefit cost comparisons for California public higher education for 1985-1986 to 1994-1995 is discussed. The history of the California Postsecondary Education Commission's salary reports and the work of its Technical Advisory Committee is also traced. The following aspects of the revised methodology are described: number and timing of reports; principle of parity; comparison institutions; faculty to be included and excluded; computation of comparison institution average salaries and fringe benefit costs; 5-year compound rate of salary and fringe benefit cost growth; all-ranks average salaries and fringe benefit costs; administrative, medical, and community college salaries; supplementary information; and criteria for selection of comparison institutions. Attention is also directed to the ways that each of these aspects are similar/different for the 1977 methodology and the revised methodology. Also considered are the following unresolved issues: University of California comparison institutions, the 5-year compound rate of change, adjustments for turnover and promotions and for law faculty, administrative salaries, fringe benefits, and supplementary information. (SW)

ED 258 543 IR 011 694

Lariccia, Giovanni; Megarry, Jacquetta
Information Society and General Education.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
REPORT NO.- CERI/NT/84.07
PUB DATE- Jul 84
NOTE- 38p.; Contained in papers of the International Conference on Education and New Information Technologies (Paris, France, July 9-12, 1984), see IR 011 688.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; Computer Software; Developed Nations; *Educational Development; Equal Education; *Information Science; Microcomputers; Museums; Program Descriptions; Programing Languages; School Business Relationship; *Sociocultural Patterns; Teacher Education; Telecommunications; Videotex
IDENTIFIERS- *Information Society; LOGO Programing Language

Prepared for a 1984 Organisation for Economic Cooperation and Development (OECD) conference, this report discusses the potential of the new information technologies for enhancing learning in school, vocational, and general education, and presents eight groups of case studies taken from member countries which illustrate what is currently being done to help individuals, organized groups, social and political organizations, and businesses and institutions to come to terms with these technologies. Organized along a continuum, the first group of cases includes one-time, small scale events, while the last group involves permanent, highly structured bodies. The cases summarized focus on the following areas: computer camps, plays, festivals and fairs; permanent museum centers and exhibitions; programs enhancing school industry relationship; LOGO programming language use with potential drop-outs, students with learning disabilities, and young children with Down's Syndrome; telematics, including viewdata and teletext; general education within the school system; computer literacy for general audiences through the British Broadcasting Corporation; and France's Centre Mondial Informatique and Italy's FORMEZ, an adult education agency. The challenge posed by the new information technologies to formal education is discussed in terms of curriculum, methods, delivery systems, teacher training, lifelong learning, equal education, and the new information society. (MBR)

ED 258 627 JC 850 340

Borremans, Robert T.

A Comparison of Starting Wages and Job Satisfaction for Reemployed Dislocated Workers Participating in the Rock County Dislocated Worker Program.

PUB DATE- 11 May 85

NOTE- 56p.; Ed.D. practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Career Change; *Career Counseling; Comparative Analysis; *Dislocated Workers; Job Layoff; *Job Satisfaction; *Job Search Methods; Participant Satisfaction; School Surveys; Technical Institutes; Two Year Colleges; *Wages

IDENTIFIERS- *Blackhawk Technical Institute WI

Following the economic recession of the early 1980's and the consequent high levels of unemployment in Rock County, a program was created at the Blackhawk Technical Institute (BTI) to assist dislocated workers reentering the labor force. The Rock County Dislocated Worker Program was intended as a comprehensive program with two principal activities - job search assistance in which all program participants enrolled; and career advisement to which dislocated workers who failed to find new employment after four weeks were referred. A study was later conducted to compare the differences in outcomes, including levels of job satisfaction and starting wages, between workers who had participated in both areas and those who participated only in job search assistance. Questionnaires were sent to 110 participants in job search assistance and to 108 who had taken part in both areas requesting information on the workers' job satisfaction and background information. Study findings, based on responses from 28.7% of the job search group and 50.9% of the career advisement sample, indicated that attitudes on job satisfaction and the starting wages of reemployed dislocated workers were unrelated to the types of services received at BTI. The study includes an examination of the implications of the findings and recommendations. The questionnaire is appended. (HB)

Spahr, Anthony E.
An Investigation of the Effect of Several Variables on Students' Grades in Rhetoric I and College Algebra.
PUB DATE- 83
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Community Colleges; *Grade Prediction; *Grades (Scholastic); Predictor Variables; Rhetoric; Scores; Screening Tests; *Student Characteristics; *Student Placement; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Morton College IL

A study was conducted at Morton College to determine the effect of students' sex, age, instructor, and placement test scores on grades in Rhetoric I and College Algebra during fall 1983. Study results included the following: (1) 24% of the variance in Rhetoric I grades was accounted for by a student's sex, age, instructor, and placement test scores; (2) instructor differences accounted for 11% of the variance, sex of student for 7%, placement test scores about 2% and age about 2%; (3) 33% of the variance in College Algebra grades was accounted for by the four predictor variables; and (4) instructor differences accounted for 22% of the variance, placement test scores for about 15%, and sex of student for about 7%. The study concluded that numerous factors may affect student grades, and that placement testing programs should be designed with those influences in mind. (LAL)

ED 258 728 PS 015 235

Halford, Graeme S.; And Others
Working Memory and Processing Efficiency in Children's Reasoning.
PUB DATE- Apr 85
NOTE- 27p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Researcb/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Efficiency; Elementary Education; *Elementary School Students; *Inferences; *Short Term Memory
IDENTIFIERS- *Interference Effects

A series of studies was conducted to determine whether children's reasoning is capacity-limited and whether any such capacity, if it exists, is based on the working memory system. An N-term series (transitive inference) was used as the primary task in an interference paradigm. A concurrent short-term memory load was employed as the secondary task. In the first experiment, eight 7-year-olds performed the primary task while holding two digits or two colors in short-term memory. No interference was observed. In the second experiment, the preload was raised to four colors, which were required to be actively rehearsed throughout the primary task. As a secondary task, subjects were required to repeat the word "light" at a rate equivalent to articulatory effort in the memory load rehearsal. Results showed that active rehearsal did interfere with transitive inference. However, so did nonmnemonic articulation, although to a lesser extent. It was concluded that, while N-term series reasoning is capacity-limited, short-term memory is not used as a workspace. Using the easy-to-hard paradigm as a converging operation, the former conclusion was confirmed in the third experiment. Further exploration of the relationship between processing and storage showed that it is not a simple tradeoff but is influenced by similarity and proactive interference effects. (Author/RH)

ED 258 407 EC 172 927

Smith, Douglas K.; Kallevang, Linda E.

Attitude Toward Mainstreaming and Approach to Classroom Management.

PUB DATE- Apr 85

NOTE- 17p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Las Vegas, NV, April 8-12, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Classroom Techniques; *Disabilities; Educational Philosophy; Elementary Education; *Mainstreaming; *Teacher Attitudes; Teacher Characteristics

Teacher attitudes toward mainstreaming and classroom management styles of 75 experienced, elementary-level teachers were examined using an attitude scale and a questionnaire based on the induction-sensitization paradigm of socialization. Positive attitudes toward mainstreaming were modestly correlated ($r=.20$, $p < .04$) with an inductive approach to classroom management. Lower grade level teachers and less experienced teachers displayed more positive attitudes toward mainstreaming. Lower grade level teachers also revealed a more inductive style of classroom management. Gender differences were not indicated for either variable. Detailed analyses of these results and suggestions for training teachers are provided. (Author)

Paulston, Christina Bratt
Recent Developments in Research on Bilingual Education in the United States. Bilingual Education PaAer Series Vol. 6 No. 2.
California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Sep 82
NOTE- 22p.; Paper presented at the Scandinavian Conference on Bilingualism (Umea, Sweden, June 1980).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; *Classroom Techniques; Comparative Analysis; *Educational Research; *Educational Strategies; Educational Theories; *Ethnography; Literature Reviews; *Research Methodology; Teaching Methods

Since many of the concerns motivating research on bilingual education are inherently those of a conflict theory approach, it is not surprising to find increasing dissatisfaction with the traditional quantificational mode of research, as contrasted with the qualitative mode. There is likely to be a close link between research questions, method of investigation, and the researcher's discipline. In the literature of bilingual education, there is a confusion between methodology and the researcher's perspective, and one is argued in terms of the other. Differences in ways of defining problems, often based on political and moral values, become covertly discussed in terms of research methodology. The joint application of ethnographic and quantitative approaches means that the research can benefit from the advantages of each. Quantitative studies gain from the element of description, and ethnographic studies gain from quantitative concerns for reliability and validity. The next decade will probably see considerable advances in research techniques stemming from the merging of qualitative and quantitative methods. (MSE)

ED 258 375 EC 172 744

Severeide, Rebecca C.; Sugawara, Alan I.
The Effectiveness of Creative Experiences in Enhancing Creative Development.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Creative Development; *Creative Thinking; Divergent Thinking; *Gifted; Primary Education; *Program Effectiveness; Sex Differences
IDENTIFIERS- Structure of Intellect

To examine the effectiveness of two types of creative experiences in 53 primary grade gifted students, pre- and post data were gathered in imaginative writing/puppetry classes and creative problem solving classes using the divergent thinking scales of the Structure of Intellect. Individual covariance by group and sex were used to analyze the changes. The creative problem solving class was found to be more effective in enhancing creativity scores. Sex differences were found that showed girls increasing more on the verbal measures in both groups. Six month follow-up data gathered on the creative problem solving group revealed that all gains were maintained. (Author/CL)

ED 258 473 FL 015 102

A Study of the Extent and Effect of English Language Training for Refugees. Phase One: Results of a Comprehensive Mail Survey.
Northwest Regional Educational Lab., Portland, Oreg. Office of Research and Evaluation Services.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- Sep 82
NOTE- 181p.; For related documents, see FL 015 101-105.
CONTRACT- HHS-100-81-0066
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Costs; Educational Quality; *English (Second Language); *Financial Support; National Surveys; Policy Formation; Program Administration; Program Design; *Program Effectiveness; Public Policy; *Refugees; Regional Planning; *Second Language Instruction; State Agencies; *Student Characteristics

Results of a national mail survey of regional, state, and local agencies administering English language training programs for refugees, the first phase of a larger study of the training programs, are reported. An introductory section outlines the survey and procedure. The responses and statistical analyses are summarized, and some data tables are provided. The responses came from 8 regional, 36 state, and 232 local agencies and concerned four topics: (1) the nature and extent of English language training for refugees, including the characteristics of local service providers and their programs; (2) the resources and costs involved in that training, including the sources of funds and the ways they are allocated; (3) the characteristics of the refugees receiving training; (4) factors relating to program quality and success. Recommendations based on the findings are made to four groups: local service providers, state level refugee program administrators, national policymakers, and orgnizations engaged in research and evaluation. Appended materials include the three questionnaires sent to local, regional, and state administrators and coordinators; normative tables of key English language training program characteristics; further notes on the survey methodology; and tables comparing the results from the 15 states with the largest refugee populations to results for all programs.(MSE)

ED 258 557 IR 011 712

Palme, Jacob
Survey of Computer-Based Message Systems; COM/PortaCOM Conference System: Design Goals and Principles; Computer Conferencing Is More Than Electronic Mail; Effects of the COM Computer Conference System.
Stockholm Univ. (Sweden). Computing Centre.

PUB DATE- 84
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Information Dissemination; *Information Networks; Information Systems; Online Systems; Social Networks; Telecommunications; *Teleconferencing
IDENTIFIERS- *Electronic Mail; *Electronic Publishing

The four papers contained in this document provide: (1) a survey of computer based mail and conference systems; (2) an evaluation of systems for both individually addressed mail and group addressing through conferences and distribution lists; (3) a discussion of various methods of structuring the text data in existing systems; and (4) a description of the networks of interconnected systems: ARPANET, CSNET, BITNET, USENET, JNT-MAIL, EURNET, and MAILNET. Specific topics such as electronic mail, electronic publishing, structuring facilities, subconferences, keywords, simultaneous conferences, and mail networks are also described, and the differences between computer conferencing and electronic mail are explained and illustrated. A detailed description of the COM/PORTACOM computer conference system, which provides both computer mail and conference system services, is included, and the command structure of menus and listed commands used by the system are illustrated. A short summary of a report on experience with COM usage is included, together with a cost estimate (in Swedish kroner) for system utilization. An outline of the functions and implementations of COM/PORTACOM facilities is provided to explain the use of the system in detail. (JB)

ED 258 586 IR 051 183

Walton, Bob
Planning for Individual and Cooperative Library Automation Projects: An Overview of the Process (Revised) and Documenting the Costs of Automated Library Systems: A Checklist (Revised).
Texas State Library, Austin.
PUB DATE- 84
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgeting; Check Lists; *Costs; Guidelines; *Library Automation; *Library Planning; Models; Resource Allocation; Scheduling; Task Analysis; Telecommunications
IDENTIFIERS- Data Conversion

Designed to provide managers with a basic introduction to the planning components and procedures involved in planning for library automation, the overview provided here offers guidelines for eight documents that may be produced as part of such a study: (1) Automation Project Long Range Plan (60 Month Plan), an executive summary document providing basic descriptive information about the proposed project; (2) Cost/Benefit Analysis Report, which documents the various automation options available to the library and the levels of services and benefits offered by each; (3) Cost Allocation and Governance Plan (Multi-Institution Projects), which identifies options for each variation of each model identified; (4) Automation Project Justification Report, which is based on the results of the cost/benefit and cost allocation/governance reports; (5) Data Conversion Cost Analysis and Plan, which evaluates various approaches and their related costs; (6) Project Task Inventory and Implementation Schedule, which includes task staffing assignments and task alternative paths; (7) Project Budget Plan, which includes cost type and amount, division of the cost over time, and source of project income; and (8) Telecommunications Cost Analysis and Plan, including data communication models, cost vs. performance factors, growth potential and technical obsolescence, ownership of telecommunications hardware/software, and allocation of telecommunications costs. A checklist for documenting the costs of automated library systems is attached. (BBM)

ED 258 684 PS 014 874

Hardin, Mark; Tazzara, Patricia

Foster Parents' Rights to Share in Decision-Making for the Foster Child: Some Issues That Foster Parents Should Be Aware Of.

American Bar Association, Washington, DC. National Legal Resource Center for Child Advocacy and Protection.

SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE- Apr 81
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adoption; *Decision Making; *Foster Family; *Grievance Procedures; Guidelines; Hearings; Legislation; *Parent Participation; *Parent Rights
IDENTIFIERS- *Access to Information; *Appeals (Hearings); Legal Rights

This brief paper is intended, not to provide legal advice, but to alert foster parents to some of the key legal issues affecting their role in decision-making for the foster child. Contents discuss foster parents' access to adequate information concerning their foster children and their right to pursue grievances, resist agency decisions to remove the child, and adopt. Also provided are regulations concerning the appeal process for foster parents and foster parent applicants; these are identical, with minor exceptions, to the fair hearing process for consumers. (RH)

ED 258 443 FL 015 039

Miller, Stephanie

A Generative Model of an Interlanguage System.

PUB DATE- Oct 84
NOTE- 62p.; Paper presented at the annual Boston University Conference on Child Language Development (9th, Boston, MA, October 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Generative Grammar; *Interlanguage; *Language Universals; Linguistic Theory; Models; Second Languages

A proposed model for an interim grammar between a first and second language, an autonomous rule-governed system based on the Extended Standard Theory, is presented and discussed, focusing on the motivations for choosing a generative model and the determination of structure for an interlanguage system, and using a comparison of the auxiliary system in French and English and the rules of clitic placement in French as examples. It is proposed that the second language learner would use the model to create utterances in the target language, and that the structure of the interlanguage is revealed by the systematic errors of the second language learner, reflecting the mechanism that generates them. The report discusses the role of core or universal grammar and markedness in interlanguage, language as a system, and related neurolinguistic evidence, and proceeds to a detailed examination of the French and English examples mentioned. A four-page bibliography is included. (MSE)

ED 258 502 HE 018 412

Geographic Origins of Students, Fall 1984. Volume I. Report No. 2-85.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
PUB DATE- Jun 85
NOTE- 614p.; For volume II, see HE 018 413.
AVAILABLE FROM- Office of Institutional Research and Analytical Studies, State University of New York, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Agricultural Colleges; Community Colleges; *Enrollment Trends; Foreign Students; Full Time Students; *Geographic Distribution; Graduate Students; Higher Education; *In State Students; *Out of State Students; Part Time Students; *Place of Residence; School Location; State Colleges; *State Universities; Undergraduate Students
IDENTIFIERS- New York; *State University of New York

Fall 1984 statistics on the geographic origins, or permanent residence, of students attending institutions of the State University of New York (SUNY) are presented. This first of two volumes presents three types of summary information that uses the individual institution (or institutional type) as the unit of analysis. Statistical tables summarize the distribution of all credit course students by load, level, and residency and include various relative distance measures for New York State residents. Information is also presented on the origins of new (first-time and transfer) undergraduate students and institutional enrollment by level, load, history, and permanent residence. Summary data on the total SUNY system as well as on the institutions by type are included. Specifically, the student and institutional data elements include the following: student level (undergraduate/graduate); student load (full-time/part-time); student history (first-time/transfer); permanent residence (for New York State residence, county of residence; for other U.S. residents, state of residence; and for nonresident aliens, country of residence); and institutional location (for state-operated/funded institutions, the county of location; and for community colleges, the sponsorship area). (SW)

ED 258 530 HE 018 488

Institutional Study of Findlay College.
Findlay Coll., Ohio.
PUB DATE- Nov 83
NOTE- 191p.; Portions of appendices contain small print.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Accreditation (Institutions); Ancillary School Services; Case Studies; College Faculty; *College Programs; College Role; College Students; Decision Making; *Educational Facilities; Educational Finance; Enrollment Trends; Governance; Higher Education; Institutional Research; Operating Expenses; School Community Relationship; *Self Evaluation (Groups); *Small Colleges; Student Financial Aid
IDENTIFIERS- *Findlay College OH; Institutional Mission

A self-study of Findlay College, Ohio, which was prepared for the North Central Association of Colleges and Schools for reaccreditation purposes, is presented. After a preliminary chapter outlining the mission and goals of the college, attention is directed to: instructional programs, community programs and resources, students and student services, educational support services, faculty, physical facilities, financial resources and operations, and decision making. Compliance with 17 accreditation criteria is assessed in the concluding chapter. In addition to information provided on a number of institutional data forms, appended materials cover: General Education Committee Actions, 1979-1980; accomplishments of faculty, 1979-1983; student organizations, 1982-1983; tenure criteria contract; administrative organizational structure; 1982-1983 decision-making survey instrument; procedures for terminating majors; and Findlay College faculty compensation compared with selected colleges. The data forms provide information on enrollment, student admissions, ability measures of students, student financial aid, instructional staff, current funds revenue by source, expenditures by function, physical plant fixed assets, institutional indebtedness, degree programs, certificate and diploma programs, and follow-up of graduates. (SW)

ED 258 572 IR 051 149

Taylor, Gene
The Evolution of Information Delivery.
PUB DATE- 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adoption (Ideas); *Educational Practices; Elementary Secondary Education; Futures (of Society); History; *Information Dissemination; *Information Science; Instructional Innovation; *Nonprint Media; Printing; Public Schools; Social Change; Technological Advancement; *Telecommunications
IDENTIFIERS- *Printed Materials

Inventors through the ages have engaged in an ongoing attempt to overcome barriers that can prevent effective distribution of knowledge. One barrier involves the accuracy with which the primary source can be represented, e.g., early non-face-to-face communication inventions (e.g., drums, horns, and smoke signals) were rather abstract, while recent inventions (e.g., radio and television) provide information seekers with more accurate verbal and visual facsimiles. Other barriers have to do with the speed and immediacy with which information can be compreheneded without special effort or skills, and with the problem of quick, concise duplication of the original message for study and review. With the development of contemporary communication media, these barriers have been reduced substantially. However, public schools continue to rely on print as their primary source of information delivery. While the importance of print cannot be underestimated, it should be integrated with such media as audio recorded books, teletexts, video articles, motion pictures, television programs, long distance interactive verbal communications, and electronic print. These new media deliver many types of information faster, more accurately, and more cheaply than print, and the limitations that have kept educators from adopting them in the past have been largely overcome. The last remaining barrier lies within the institution of education, which must recognize that literacy no longer refers exclusively to print, and schools need to use the new media if education is to keep pace with societal changes. (BBM)

Sahli, Marilyn Sue
Terminology of the Social Sciences: The Term "Cognitive Processes" in the Thesauri of Two Discipline-Based Information Systems.
PUB DATE- 81
NOTE- 235p.; Ph.D Dissertation, Case Western Reserve University.
AVAILABLE FROM- University Microfilms International, 300 N. Zeeb Rd., Ann Arbor, MI 48106 (Order No. AAD81-18804).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Comparative Analysis; Databases; Definitions; Education; Hypothesis Testing; Indexing; *Information Systems; Psychology; *Social Sciences; *Subject Index Terms; Thesauri; *Vertical Organization
IDENTIFIERS- *Conceptual Equivalency

Analysis of current methods for achieving compatibility or convertibility between two or more indexing languages draws attention to the need for a switching language to establish equivalency between concepts, not terms. In order to examine the assumption of the conceptual equivalency of identical terms in the indexing languages of related subject fields, a specific case in which a single term appears to have different meanings in the information systems for two social science disciplines is examined. Hierarchical charts constructed to display the arrays under the term "cognitive processes" in the ERIC Thesaurus and the Thesaurus of Psychological Index Terms demonstrated that the term appears in different hierarchical frameworks in the two indexing languages. Three hypotheses were proposed to account for the observed differences. The first hypothesis, that "cognitive processes" represents different concepts to educationists and psychologists, was rejected by examination of formal definitions. A comparison of textbooks on cognitive processes for the two disciplines did not provide evidence to support the second hypothesis, that educationists and psychologists view the concept within different conceptual frameworks. The third hypothesis, that the two hierarchies represent research interests in the two fields, was rejected following an investigation of current journal articles. The results suggest that the nature of social science terminology and problems associated with its use in indexing languages would prove to be a fruitful area of research with specific ramifications for the design of switching languages. (Author/BBM)

ED 258 614 JC 850 277

J. Sergeant Reynolds Community College Narrative Report: Urban Community College Transfer Opportunities Program.

J. Sergeant Reynolds Community Coll., Richmond, Va.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; *College Transfer Students; Community Colleges; High Schools; *High School Students; Minority Groups; *Role Models; *Student Personnel Services; *Student Recruitment; Transfer Programs; Two Year Colleges; Two Year College Students; Urban Education
IDENTIFIERS- *Urban Transfer Opportunities Program

An overview is provided of the activities and accomplishments of J. Sargeant Reynold Community College's (JSRCC) Urban Community Colleges Transfer Opportunities Program, which was designed to increase the number of minority students transferring to senior institutions. Introductory material highlights the means used to attain the program's objectives of encouraging inner-city high school students to enter JSRCC by using community college alumni as role models; and to build a support network of JSRCC alumni to assist current transfer-oriented students. Next, the report outlines outreach efforts to students in feeder high schools, including a presentation to high school business teachers and counselors at a fall in-service training workshop; the recruitment of alumni volunteers to assist in presentations to high school students; presentations to 10th grade students at seven high schools in Richmond, Virginia; and an evening meeting with potential college attendees to tour the campus and discuss in detail transfer programs, financial aid, and career options. A discussion of students' responses to these activities is followed by an overview of the college's efforts to build an alumni support network for potential transfer students. These activities included sending letters to the targeted student group, preparing counseling staff to support the project, establishing closer relations with university admissions staff, recruitment of volunteer alumni, and a transfer applications workshop. The final sections of the report compare the project's achievements with its original objectives; changes in the program, resource allocations, and staffing; and review plans to institutionalize the program at JSRCC. (HB)

ED 258 642 JC 850 355

Agte, Lloyd
The Burned-Out Community College Humanities Instructor: Causes and Cures.
PUB DATE- 20 Dec 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; Community Colleges; Faculty Development; *Humanities Instruction; *Teacher Burnout; Teacher Morale; Two Year Colleges

The literature of education reveals a growing concern with the problems of job-related stress and an increasing incidence of burnout among teachers. An understanding of what causes burnout (i.e., to deplete oneself, to exhaust one's physical and mental resources, to wear oneself out by excessively striving to reach some unrealistic expectation) among community college humanities instructors requires a look at national, departmental, and personal influences. The character, role, and functions of the community college and its students demand that teachers devote a great deal of time and energy and undergo pressure and stress to combat student-worker boredom, alienation, exhaustion, and indifference. Society expects the community college to improve retention, increase access, establish and maintain high standards, and prepare students for the workforce, while at the same time national priorities have diminished the ability of colleges to fulfill their promises and meet societal expectations. This classical burnout structure is compounded for humanities faculty, whose courses are considered frills, whose teaching load is divided among the "elite" humanities courses and the "service" remediation and composition courses, and who often face interdepartmental and interpersonal conflict. Finally, burnout can occur on an individual level through defeated idealism, long-term conditioning, and unrewarding job conditions. Individuals can combat burnout by being realistic about the problems in community colleges, by taking stock of their own goals and aspirations, and by re-entering the labyrinth of learning and discovery. In addition, the issue of burnout must be addressed on a local and national scale to not only cure but prevent burnout. (HB)

ED 258 656 JC 850 371

Haring, G. Edward
An Analysis of Funding Equity in Iowa's Area Colleges.
PUB DATE- 1 Mar 85
NOTE- 134p.; Ph.D. Comprehensive Examination, University of Iowa.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Organization; Community Colleges; *Educational Equity (Finance); *Educational Finance; Educational Legislation; *Financial Support; *State Aid; State Legislation; Two Year Colleges
IDENTIFIERS- *Iowa

Drawing from interviews with educational leaders in Iowa and a review of research, historical, and legislative materials, this paper provides an analysis of the distribution of funds within Iowa's statewide system of area colleges. After a statement of the issues of funding equity within the area college system and among the other postsecondary educational segments in the state, a historical overview is provided of the area college system and the funding mechanisms that have been used to support it. The next section provides a fiscal analysis in terms of types of revenue, types of expenditures, methods of distributing funds, and the issues of equity that are inherent in the collection and disbursement of funds supporting the system. An organizational analysis is then provided of the roles played by the state legislature, the Department of Public Instruction, the Presidents' Association, and the Trustees' Association with respect to the funding of the colleges. A legal analysis of cases that have come to court in other states to address the issue of funding equity is followed by a discussion of the process of resolving the issue of funding equity. Finally, a solution to the funding question is proposed, along with a discussion of the impact that the implementation of this solution would have on services. Appendices provide financial data, an extensive report on the fiscal development of area schools (Iowa State Department of Public Instruction), relevant state legislation, and a map. (AYC)

ED 258 670 JC 850 385

Weiss, Merv
Partners: Reaching Out.

PUB DATE- 18 Oct 84
NOTE- 16p.; Paper presented at the Annual Conference of the Montana Adult Education Association and Montana Association of Community Education (2nd, Lewistown, MT, October 18, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Cooperation; Change Agents; *Community Colleges; Community Cooperation; *Community Education; *School Community Relationship; Two Year Colleges

Community education should help foment actions for extensive interagency cooperation. The major obstacles to such working partnerships are tradition, turf, lack of trust, lack of time, and the attitude that it's too much trouble. This type of thinking must be discarded if cooperative ventures are to flourish. A high level of interest exists in cooperation and building partnerships, yet there is a low level of actual participatory dealings. Cooperative endeavors, such as those undertaken in Montana, at Clackamas Community College in Oregon, and at Northeastern Junior College in Colorado demonstrate that ideal cooperative relations between various agencies, businesses, institutions, and schools involve a number of elements. It is imperative that the school district and college find the change agents in each community and get them involved. A total commitment to develop and maintain linkages by all people involved is required, as well as a high level of mutual respect and trust. Additional elements include needs assessment and evaluation; community involvement in planning; a people-oriented staff; cooperative funding; sharing of space, facilities, and resources; and finding methods of dealing with conflict. (LAL)

ED 258 699 PS 015 122

Strydom, L. M.

Development of Communication Between African Mothers and Their Infants in the First Year of Life.

SPONS. AGENCY- Human Sciences Research Council, Pretoria (South Africa).
PUB DATE- Apr 85
NOTE- 20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985). Research was also supported by the de Beers Chairman's Fund Educational Trust and the University of South Africa.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Culture; Behavior; *Child Rearing; Foreign Countries; *Infants; *Interpersonal Communication; Language Acquisition; *Mothers; *Parent Child Relationship
IDENTIFIERS- Coding; Gaze Patterns; Smiling; *South Africa; Vocalization

In this study, the communicative interactions between African mothers and their infants at 4 to 5 months and 9 to 10 months are described. Particular attention is given to gaze, smiling, and vocalization. Results offer confirmation from another culture of the development of previously described forms of communication during the first year of life. The intense mutual regard and the interest and delight in one another characteristic of the younger group of infants substantiates the period of primary intersubjectivity as described by Trevarthen (1979). Similarly, the broadened perspective of the communication between the older infants and their mothers, encompassing topics other than themselves even in the absence of available near objects, conforms to that stage in communicative development described as secondary intersubjectivity. The mothers' behavior also corresponded to that described as typical among Western mothers. The only differences between the dyads studied and the reports in the literature were the persistence of face-to-face interaction for a longer period than is expected among Western dyads and the absence of communally ritualized infant games such as "pat-a-cake." Observations further indicated that African mothers seldom introduce toys or objects to their infants and seldom engage in object-play with their infants. (RH)

ED 258 713 PS 015 190

Shantz, Carolyn U.; And Others

Children's Peer Relations: Sociometric Status, Dyads, and Triads.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
GRANT- NSF-BNS77-07901
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Elementary School Students; *Group Dynamics; *Peer Relationship; Primary Education; *Sex Differences
IDENTIFIERS- Liking; *Mixed Age Groups; Mutuality; *Same Sex Peers; Social Rejection; Sociometric Status; Stability (Social Relationships)

Most sociometric research is based on same-age, mixed-gender classroom groups. By contrast, this study examined eight ad hoc play groups of mixed ages (6 and 7 years) and same gender at three levels of social organization: individual status, mutual dyads, and mutual triads. A total of 96 children in groups of 12 nominated three most- and least-liked peers before and after 10 consecutive weeks of after school free-play sessions. Significant age differences occurred in the Age X Gender X Time ANOVAs: at the individual status level, older children were more socially visible. At the mutual levels, older children had more friends and enemies and more triadic relations. No age differences occurred for social preference, or for the categories of popular, rejected, neglected, controversial, or average status. Age also played a significant role in the composition of dyads and triads: 87 percent or more of mutual liking dyads and 100 percent of triads were between same-age children. The 10-week stabilities of status were quite similar to those reported for classrooms. Preference was more stable than visibility. Rejected status was the most stable and neglected status the least. Mutual liking dyads were more stable (54 percent) than disliking dyads (30 percent). Triads were rare and unstable. Gender had no appreciable impact on social relations. (Author/RH)

ED 258 742 RC 015 302

Rivera, Rosendo R.; Trevino, Carlos

State of Washington Migrant Education Secondary Credit Exchange Program.

Washington Office of the State Superintendent of Public Instruction, Olympia. Migrant Education Program.

PUB DATE- Oct 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Records; *Evening Programs; *Interstate Programs; *Migrant Education; *Migrant Programs; Migrant Youth; Program Design; School Location; Secondary Education; Student Records; *Transfer Programs
IDENTIFIERS- Credit Accrual; *Secondary Credit Exchange; *Washington

The Washington Secondary Credit Exchange Program allows grade 7-12 migrant students to complete work toward graduation and/or to enhance basic skills during late afternoon or evening classes as they follow the crops from state to state with their families. A Spring Model allows students entering late in the year to complete courses already begun in homebase schools in other states. The Summer Model permits students to make up credits needed for homebase graduation. Inter- and intrastate recruiting of students and securing of transcripts begins in March to permit local school scheduling and staffing using a 1:12 teacher-student ratio. Local districts and high schools operate all courses and transfer credits via Washington State Migrant Student Record and/or local transcripts. Follow-up during the fall assures that students receive proper homebase credits. Developed in 1970, the program is now funded through the Title I Migrant Program and has expanded beyond Washington and Texas to assist school districts in other states. The document includes a program overview, map of Washington program locations, sample lists of course offerings, sample student record forms, and summary of 1984 records of the 19 program participants. (NEC)

ED 258 345 EA 017 842

Bonja, Robert P.; Rodgers, Robert J.
Evolution of Curriculum...Before, Into, and Beyond Computer Literacy.
PUB DATE- 16 Nov 84
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (9th, Orlando, FL, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; *Computers; *Educational History; *Educational Innovation; *Educational Trends; Elementary Secondary Education; *Futures (of Society); School Districts; Student Development
IDENTIFIERS- *East Brunswick School District NJ

A school district's 15 years of involvement with the computer are recounted in this paper, from the first computer literacy course to the present slackening of interest in the subject. The conclusion, however, is that computer technology will not be shelved, but will continue to change the way society lives and maximize student development. As an example of this, the district attempted to take the busy work out of education with a computer program that can perform statistical data analysis for secondary science course experiments, thus leaving more time for discussion and analysis of information. (DCS)

School Effectiveness: Expectations.
Minnesota State Dept. of Education, St. Paul.
PUB DATE- 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Failure; Classroom Communication; Elementary Secondary Education; Feedback; Models; Reinforcement; Student Motivation; *Teacher Attitudes; *Teacher Behavior; *Teacher Effectiveness; Teacher Influence; *Teacher Response; Teacher Responsibility; Teacher Role; *Teacher Student Relationship; Teaching Styles
IDENTIFIERS- *Teacher Expectations

This module, prepared by the Minnesota State Department of Education in conjunction with its school effectiveness program, addresses the concept of teacher expectations. The first section delineates the feedback process involved in teacher expectations and lists nonacademic factors that can adversely influence a teacher's academic expectations for a student. The second section identifies 15 teacher behaviors, in 3 categories, that communicate differential expectations to high and low achieving students: (1) response opportunities (equal chance to answer, individual help, latency, delving, and higher level questioning); (2) feedback (affirmation or correction, praise, specific reason for praise, listening, and accepting feelings); and (3) personal regard (proximity, courtesy, personal interest, touching, and desisting). The third section lists instructional strategies that help sustain high expectations. These include strategies to meet individual differences, close monitoring, minimum standards, emphasis on progress relative to student's past performance rather than comparison with others, and diagnostic teaching. Selected resources, implementation suggestions, and an extensive annotated bibliography are included. (TE)

ED 258 392 EC 172 912

Glimps, Blanche E.
Models for Parent Involvement with Culturally Diverse Groups.
PUB DATE- Apr 85
NOTE- 16p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cultural Differences; Elementary Secondary Education; Family Relationship; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; Teaching Methods

The paper offers approaches for promoting positive relations between school and homes of culturally different students. Teachers and other school personnel should become knowledgeable about different cultural practices and should show respect for the parent's insight and experience. Promoting parent participation may include making arrangements for transportation, scheduling meetings at convenient times, and discussing the child's progress with extended family members. Parents can themselves serve as liaisons between their cultural community and the school. Additional suggestions include avoiding the use of educational jargon and respecting the verbal and nonverbal patterns of interaction used by different ethnic groups. Teaching strategies with culturally different students should focus on developing expressive language skills and helping the students feel included in the group. (CL)

ED 258 408 EC 172 928

Sexual Exploitation: What Parents of Handicapped Persons Should Know.
Washington State Dept. of Social and Health Services, Olympia.
SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.
REPORT NO.- DSHS-22-349
PUB DATE- Nov 83
NOTE- 13p.; A part of the Seattle Rape Relief Developmental Disabilities Project.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; Community Programs; *Disabilities; Outreach Programs; Parent Role; *Sexual Abuse
IDENTIFIERS- Washington (Seattle)

Directed toward parents of handicapped children, this brochure defines five major categories of sexual exploitation under Washington State laws: rape, attempted rape, incest, indecent liberties, and statutory rape. Changes in child behavior that may signal victimization are discussed, as well as immediate and long-term action that parents can take. Specific services of the Seattle Rape Relief Developmental Disabilities Project available for victims in the Seattle, Washington area are described. (JW)

ED 258 376 EC 172 745

Caparosa, Carol A.
Opportunities After High School for Persons Who Are Severely Handicapped.
American Council on Education, Washington, DC. HEATH/Closer Look Resource Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 85
NOTE- 12p.
GRANT- G0084C3501
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Definitions; Educational Resources; *Employment Opportunities; Federal Legislation; Leisure Time; Postsecondary Education; Recreational Activities; Residential Programs; *Severe Disabilities

The paper, intended for parents and families of severely handicapped persons as well as for service providers and others, examines postsecondary opportunities for severely handicapped persons. A review of the legal background (primarily P.L. 94-142--the Education for All Handicapped Children Act--and the Rehabilitation Act of 1973) is followed by a discussion of the definition of severe handicaps. Opportunities are summarized according to vocational (adult day programs and supported employment), educational (community college and adult education), recreation/leisure (including Special Olympics and local community recreation and parks departments), and residential opportunities (such as group homes with 24-hour supervision and semi-independent living situations). A note on future directions emphasizes the importance of coordination at local, state, and national levels. (CL)

ED 258 426 EC 172 946

Lederer, James B.; And Others

Writing is FUNdamental: Composition and Word Processing Curriculum.

Bergen County Special Services School District, Paramus, N.J.

PUB DATE- May 85
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Curriculum Guides; *Hearing Impairments; Learning Activities; *Student Evaluation; *Word Processing; *Writing (Composition)

The paper describes a computer/writing curriculum for hearing impaired and language disabled students which incorporates word processors with the process approach to writing. Such an approach emphasizes writing as a communication process and allows students to select their own writing topics and work independently or as a group. The curriculum is designed to improve vocabulary, logical thinking, practical application, and clear communication, and to help hearing impaired students view writing as interesting and fun. Approximately 30 objectives are listed with information broken down on skills, suggested teaching activities, and resource materials. Objectives include familiarization with the computer and word processor, use of different sentence types and patterns, completion of a narrative project, and use of different formats. The use of the word processor in evaluation through the conference process is considered. Sample learning activity packets for creative writing, descriptive writing, business and personal letters, and reports are provided. (CL)

ED 258 459 FL 015 087

Kessler, Carolyn; And Others
Psycho-Social Dynamics in Second Language Acquisition: A Case Study of Vietnamese Brothers. Bilingual Education Paper Series Vol. 7 No. 3.
California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Oct 83
NOTE- 28p.; Paper presented at the Los Angeles Second Language Research Forum (4th, Los Angeles, CA, April 28-29, 1982).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Asian Americans; Bilingual Education; Discourse Analysis; *English (Second Language); Immigrants; *Individual Psychology; Psycholinguistics; *Refugees; *Second Language Learning; *Self Disclosure (Individuals); Self Expression; Social Integration; Sociolinguistics; Vietnamese People

For second-language learners, the narration of highly personal experiences that entail strong affective relations relies on the conceptual processes underlying language. Relating personal narratives in a second language may be a highly successful communicative use of language even though extensive linguistic information for that language is lacking. Expression of the conceptual aspect becomes critical. A comparison of the narrations by two Vietnamese brothers of their departure from Vietnam and their development of a new life in the United States indicates the powerful role of psychosocial dynamics in second language acquisition, which can set up either positive or inhibiting conditions for second language development. The use of spoken personal narratives that draw on the dynamics of immigration and resettlement appears to be an indicator of active engagement of second language acquisition processes. Findings suggest that second language acquisition researchers and practitioners should look beyond the acquisition of forms and functions to gain further insight into the acquisition process. (MSE)

ED 258 488 HE 018 396

Kaylor, C. Edward, Jr.
Planning for Productivity in the University. SAIR Conference Paper.
PUB DATE- 25 Oct 84
NOTE- 19p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Little Rock, AR, October 24-26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Instruction; *College Planning; Comparative Analysis; Cost Effectiveness; *Departments; Educational Finance; *Evaluation Methods; Financial Support; Higher Education; Medical Schools; *Productivity; Records (Forms); Research; *Resource Allocation
IDENTIFIERS- *Medical University of South Carolina; SAIR Conference

Analytic support mechanisms that support institutional planning at the Medical University of South Carolina are described. The focus is productivity on "return on investment" of academic departments. The literature dealing with productivity and the inherent problems with productivity assessment in the academy is reviewed. In addition, the potential for using these mechanisms in the allocation or reallocation of institutional resources is discussed in the context of the medical university's total planning effort. The analytic support mechanisms help identify the trends in commitments of current resources and provide data needed for comparative analyses of academic units. Baseline data for each academic department are gathered on a Departmental Data for Planning sheet, which is appended. The sheet displays major resource levels in each department for teaching and research, as well as indicators of productivity (e.g., credit hours and number of grants); and cross-analyses and input-output ratios. To illustrate the use of the sheet, data are provided on various departments' ratios of extramural research dollars to state or institutional support for research. State support for research is also compared to indirect costs recovered and potential overhead and support. (SW)

ED 258 516 HE 018 474

Student Fee Policy at the California Maritime Academy. A Report to the Legislature in Response to Supplemental Language to the 1984-85 Budget Act.

California State Postsecondary Education Commission, Sacramento.
PUB DATE- 85
NOTE- 25p.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Fees; *Financial Policy; Guidelines; Higher Education; Policy Formation; *Public Policy; *State Colleges; State Legislation; Statewide Planning; *Student Costs
IDENTIFIERS- *California Maritime Academy; College Costs

Results of a study of student fee policies at the California Maritime Academy are presented, along with recommendations for setting and adjusting student fees. A description of the academy covers its levels, sources of budgetary and financial aid support, and educational costs. The long-term policy is based on the unique fiscal and academic requirements of the academy. Before examining the fee-setting mechanism, a set of principles and guidelines for setting and adjusting student charges of the academy are stated, based on charges recently adopted for California public higher education in general. The principles cover the establishment of academic policy, the use of fee revenues, the predictability of fees, unusual state fiscal circumstances, the state role in fee determination, student financial aid to offset fee increases, and information and monitoring of the fee policy. One main goal of the fee policy is to keep fees as low as possible and to make changes in fees gradual, moderate, and predictable, with the state bearing primary responsibility for the cost of providing postsecondary education but with students being responsible for a portion of that cost. Student fees subject to the policy should include the student services fee, the education fee, and the medical fee. (SW)

Gwyn, Rhys
New Teaching Functions and Implications for New Training Programmes.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
REPORT NO.- CERI/NT/84.08
PUB DATE- Jul 84
NOTE- 43p.; Contained in papers of the International Conference on Education and New Information Technologies (Paris, France, July 9-12, 1984), see IR 011 688.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; Computer Software; Coordinators; *Educational Development; Educational Research; Government Role; *Information Science; Minimum Competencies; Policy Formation; Primary Education; Programing Languages; *Teacher Education; *Teacher Responsibility; Teaching Methods; Technological Advancement

Prepared for a 1984 Organisation for Economic Cooperation and Development (OECD) conference, this report discusses the implications of the adoption of the new technologies for teacher functions and for the education and training of teachers. The developments taking place in the technologies themselves and the growing understanding of just how wide implications of the new information technologies might be for education are also considered as factors having an important bearing on teaching functions and teacher education. The role of primary education, the emergence of the new information technology coordinator, and teacher competencies are discussed in relation to the current state of affairs in response to the new information technologies; teacher competencies identified include basic machine understanding, management of hardware, software applications, and pedagogic use. Five areas of technological development--processing power of microcomputers, information storage, multimedia resources, software development, and communications technology--are identified and discussed in the context of changes in teacher function. Implications for teacher training--preservice structure and resources, research and development, and need for policy guidelines--are reviewed, and specific strategies for teacher education development are presented. A four-page bibliography concludes the document. (MBR)

ED 258 628 JC 850 341

The Two-Plus-Two Agriculture Program in Kern County.
Kern Community Coll. District, Bakersfield, Calif.; Kern Joint Union High School District, Bakersfield, Calif.
PUB DATE- Aug 84
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agricultural Education; Agricultural Personnel; *Articulation (Education); *College School Cooperation; Community Colleges; Cooperative Education; *Cooperative Programs; Demand Occupations; Educational Cooperation; High Schools; *Job Training; Personnel Needs; *School Business Relationship; School Community Relationship; Two Year Colleges

This report presents information on a cooperative agricultural education program conducted between the Kern Community College District and the Kern High School District which was designed to improve agricultural education and respond to the needs of local agricultural employers. Introductory material presents a history of relations between the Kern high school and community college districts; and outlines the role of the Advisory Committee which was set up to make recommendations regarding development of an agricultural instructional program articulated from high school through community college. Next, results are provided of a survey designed to determine the personnel needs of various segments of agriculture in Kern County and to provide appropriate training to meet those needs. Results of the survey of 48 firms are then summarized and include the perception that the most pressing needs in local agriculture were for agricultural mechanics, agricultural production workers, and personnel to work in agribusiness. After a discussion of cooperative efforts between the two districts, the plan for future cooperation - based on the two-plus-two concept which was designed to facilitate student progress through high school and community college courses - is presented. The following section presents the agricultural curriculum in the high school and community college districts including current and proposed programs, and the general education component. Finally, information on the students, facilities and costs, and evaluation/modification procedures are highlighted. Appendices include a list of advisory committee members, the articulation agreement, and the survey instrument and results. (HB)

ED 258 685 PS 014 933

Burtt, Kent Garland
Smart Times: A Parent's Guide to Quality Time with Preschoolers.
REPORT NO.- ISBN-0-06-091124-7
PUB DATE- 84
NOTE- 291p.
AVAILABLE FROM- Harper and Row, 10 East 53rd Street, New York, NY 10022 (Cloth--ISBN-0-06-015287-7; $17.95; Paper--ISBN-0-06-091124-7, $8.95).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cognitive Development; Creative Development; Early Childhood Education; *Educational Games; Emotional Development; Family Life; Guidelines; *Learning Activities; *Learning Experience; Moral Values; *Parent Child Relationship; Parents; Prereading Experience; *Preschool Children; Quality of Life; Writing Skills
IDENTIFIERS- Caregivers; Grandparents; Home Curriculum; *Quality Time

Containing over 200 quality time activities for preschool-age children and their parents, "Smart Times" is designed to promote the development of children's physical, social, and cognitive skills and to help parents and children enjoy each other's company more. Recipes for fun and learning are provided to stimulate imagination, promote close rapport, or educate intellectually. Choices range from cooking, painting, and let's-pretend scenarios to rowdy roughhousing and quiet in-the-lap play. Ideas for inspiring a good conversation between parent and offspring are offered, as are suggestions for ways to make a child's bedtime a time for importing love, happiness, and guidance. Icebreakers designed to involve everyone when grandparents or cousins visit are also suggested. Finally, there are educationally based recommendations for teaching early reading, writing, and arithmetic skills. The subject matter includes such important areas of early learning as art, music, fantasy, listening, talking, physical exercise, spiritual development, understanding one another, fine motor skills, beginning academics. The book ends with a brief discussion of how to use disks for the home computer to introduce young children to numerical concepts. Each of the 23 chapters starts with a brief overview of a particular category of play; then a dozen or so specific activities in that category follow. Within each chapter the activities progress from easier to more difficult. (RH)

ED 258 729 PS 015 242

Jesness, Bradley
"A Human Ethogram: Its Scientific Acceptability and Importance." A Treatise Assessing Modern Theories of Personality Development and Proposing a New Comprehensive Theory of Behavior and Behavioral Development, key chapters and sections.
PUB DATE- 85
NOTE- 162p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adjustment (to Environment); *Behavior Development; Behavior Theories; Case Studies; Cognitive Development; *Ethology; Learning Theories; *Longitudinal Studies; *Personality Development; *Research Methodology; Socialization
IDENTIFIERS- Critical Analysis; Psychoanalytic Theory; Theoretical Analysis

Written by a methodological behaviorist, this treatise critiques neo-Hullian, Freudian, Eriksonian, and Piagetian theories and presents an ethological perspective on behavior and personality development. The critique is extended to cover social learning, cognitive-developmental, neo-Freudian, and Skinnerian theories, as well as the ideas of Bandura. Assumptions for conducting research and allowing for interpretation and integration of findings are specified and discussed. These assumptions include the following ideas: (1) that fundamentally important behaviors can be seen in conflict situations; (2) that all behavior must be viewed with the past history of the subject in mind; (3) that important manipulative skills can be noted directly and that covert behavior can be inferred by an observer who has been engaged in an extensive longitudinal study; (4) that only unobtrusive observations used to interpret the behavior of single subjects will be unbiased; (5) that all behavior is directly or indirectly interactive with the environment, is homeostatic, or works toward homeostasis and that all species-typical behavioral developments are adaptive; (6) that all behaviors must be construed "within the subject's perceptual-thought system"; and (7) that interpretation involves comparing present behaviors with similar past behaviors and interpreting them in terms of various possible types of behaviors and in terms of specified mechanisms of change. Any theory that fulfills these assumptions is considered to be an ethological theory of personality development. A bibliography of suggested readings is appended. (RH)

ED 258 409 EC 172 929

Oversight Hearing on Interagency Cooperation. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, Second Session, (Aliquippa, PA, March 23, 1984).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 85

NOTE- 72p.; Parts of the document have small print.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Accessibility (for Disabled); *Agency Cooperation; *Cooperative Planning; *Cooperative Programs; Coordination; *Disabilities; *Educational Finance; Elementary Secondary Education; *Federal State Relationship; Hearings; Individualized Education Programs; Public Policy; School Community Relationship; Shared Services; State Federal Aid

IDENTIFIERS- Congress 98th; *Pennsylvania

The transcript is provided of an oversight hearing on interagency cooperation in special education. Programs, problems, and achievements in the state of Pennsylvania are reported by professionals representing community mental health, public education, community agencies and associations, and child care institutions. Problem areas cited include program funding costs and sources, the role of the federal government, duplication of services by agencies, inconsistencies in interagency agreements and definitions, and uneven compliance with state plans. Accomplishments include a child count, establishment of a statewide parent network, and identification of gaps in services and ways of sharing services to address unmet needs. Among a number of recommendations are the following: (1) review present interagency agreements to reduce inconsistencies; (2) encourage agencies to agree to accept existing documentation of handicaps; (3) retain the public school intermediate unit as coordinator of special education services and expand its role in inservice training; (4) provide state grant money to school districts wishing to increase building accessibility; (5) include all related agencies in Individualized Education Program conferences attended by parents. (JW)

ED 258 444 FL 015 041

Hollerbach, Wolf
Foreign Language Instruction in the Elementary School. A Summary Report for the Alaska Department of Education.
Alaska Foreign Language Association, Fairbanks.
SPONS. AGENCY- Alaska State Dept. of Education, Juneau.
PUB DATE- Apr 85
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Articulation (Education); Chinese; College Curriculum; *Educational Policy; Elementary Education; *FLES; French; German; Immersion Programs; Instructional Materials; Introductory Courses; Japanese; Korean; *Language Teachers; Latin; Literature Reviews; Professional Associations; *Program Design; *Second Language Instruction; Second Languages; Spanish; *Statewide Planning; Teacher Education; Teacher Qualifications; Teaching Methods
IDENTIFIERS- Alaska; Foreign Language Exploratory Program

A report on second language instruction in elementary schools outlines the state of the art and makes policy and program and offers recommendations. An introductory section discusses the rationale for foreign language instruction at all levels and particularly in elementary schools, emphasizing the value of early and prolonged exposure to language study. A second section examines program format choices: immersion, FLES (foreign language in elementary school), and FLEX (foreign language exploration). A third section discusses language choices, and presents the cases for French, Spanish, and German; for Japanese, Korean, and Chinese; and for Latin. Other considerations in establishing a program are addressed, such as the following: whether the program will be integrated into the curriculum or provided as an add-on curriculum element; articulation with high school programs and commitment to followin through at the secondary level; appropriate approaches and materials; and teacher qualifications. Recommendations are made to the Alaska State Department of Education, school administrators, and the University of Alaska concerning information dissemination, needs assessment, policy formation, program administration and coordination, and curriculum development. Attached is a selected bibliography of 15 items and the ACTFL (American Council on the Teaching of Foreign Languages) Provisional Proficiency Guidelines. (MS)

ED 258 474 FL 015 103

Reder, Stephen; Cohn, Mary

A Study of the Extent and Effect of English Language Training for Refugees. Phase II: Classroom Observation and Community Survey.

Northwest Regional Educational Lab., Portland, Oreg. Office of Research and Evaluation Services.

SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- Apr 84
NOTE- 352p.; For related documents, see FL 015 101-105. Appendices contain small print.
CONTRACT- HHS-100-81-0066
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Asian Americans; Costs; Educational Quality; *English (Second Language); Environment; Financial Support; National Surveys; Program Administration; Program Design; *Program Effectiveness; *Refugees; Regional Planning; *Second Language Programs; State Agencies; Student Characteristics; Tables (Data)

The second phase of a study of the impact of English language training programs on adult Southeast Asian refugees involved on-site visits to 22 intensive programs in eight metropolitan areas: San Diego, Seattle, Minneapolis/St. Paul, New Orleans, Oklahoma City, Northern Virginia/Washington, DC, and Stockton, California. Programs represented a wide range of refugee resettlement contexts and approaches to providing English training. Data gathering included informal interviews with administrators, faculty, staff, and students; direct classroom observation; and household surveys in Southeast Asian communities in four of the metropolitan areas. The study's findings are both summarized and outlined in detail and cover the following topics: refugees' patterns of English acquisition; the composite refugee English classroom; teacher behavior in those classrooms; student classroom behavior; measuring student success; variables affecting student use of English; and relationships between teacher behavior and student use of English in the classroom. Numerous data tables are included, and data collection instruments and methodological notes are appended. (MSE)

ED 258 531 HE 018 489

Duvall, Charles R.; And Others
Follow-up Study of Indiana University at South Bend Graduates: Undergraduate and Graduate Degree Programs, 1970-83, Division of Education.
Indiana Univ., South Bend. Div. of Education.
PUB DATE- 85
NOTE- 149p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bachelors Degrees; *Career Choice; Classroom Techniques; *College Graduates; *Course Evaluation; Educational Psychology; *Education Courses; Education Majors; Employment Level; Followup Studies; Foundations of Education; *Graduate Surveys; Higher Education; Masters Degrees; Methods Courses; Program Evaluation; Questionnaires; *Teacher Education Curriculum
IDENTIFIERS- *Indiana University South Bend

Perceptions of 242 graduates of the Division of Education program at Indiana University at South Bend were studied. Bachelors' and masters' level graduates who received their degrees during 1970-1983 were mailed opinionaires to determine the following information: respondents' employment status and their opinions regarding courses/topics in foundations of education, educational psychology, methods and materials, and classroom management, as well as content preparation. About 16 percent of the respondents were employed as teachers from preschool through senior high levels. Respondents also indicated whether they worked as teacher aides, administrators, or counselors, and whether they worked part- or full-time. Most were primarily engaged in teaching in a regular (53 percent) or special education (16 percent) classroom, and some worked in higher education. Respondents also rated the adequacy of preparation of specific courses/topics and learning experiences. For example, students rated the following components of the foundations of education area: history, social impact, philosophy, ethnic/cultural awareness, and disability awareness. In addition to the findings mentioned, 34 statistical tables of findings are provided, along with student answers to 28 open-ended questions. The questionnaire is included. (SW)

Eward, Ronald S.
Telecommunication Policies in Seventeen Countries: Propects for Future Competitive Access.
MarTech Strategies, Inc.
SPONS. AGENCY- National Telecommunications and Information Administration (DOC), Washington, D.C.
PUB DATE- May 83
NOTE- 225p.
CONTRACT- NTIA-CR-83-24
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Competition; Foreign Countries; *Information Networks; Information Services; *International Cooperation; International Relations; Marketing; *Policy; *Telecommunications; Teleconferencing
IDENTIFIERS- *Data Transmission

This document is a review and study of current and prospective telecommunication policies in 17 countries with regard to the competitive market access those policies foster or promise. It explores the policies of each country toward information flow that will also have an impact on international competition. The aim of the study is to identify the degree of competitive access allowed U.S. companies in the provision of telecommunications and information products and services. The study profiles each of the selected countries with main attention given to the following: (1) organizational structures; (2) services structure and policies; (3) data and telephone services; (4) international services structure and policies; (5) new services; and (6) future competitive access. The 17 countries profiled are Australia, Austria, Belgium, Brazil, Canada, Federal Republic of Germany, France, Hong Kong, Italy, Japan, Mexico, Philippines, Singapore, Sweden, Switzerland, United Kingdom, and Venezuela. Information on all 17 countries is presented in three tables: Major Telecommunications Entities by Country; Market Structures by Service Categories by Country; and Equipment Market Structures and Approval Authorities by Country. (JB)

ED 258 573 IR 051 150

Five Year Review of Progress Made toward Implementation of the Resolutions Adopted at the 1979 White House Conference on Library and Information Service.

White House Conference on Library and Information Services.

PUB DATE- Jan 85

NOTE- 73p.; An outcome of the Annual Meeting of the White House Conference on Library and Information Services Taskforce (5th, Evanston, IL, September 6-8, 1984). For the final report of the 1979 White House Conference on Library and Information Service, see ED 206 280. Small print throughout document.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Conferences; *Information Services; *Library Services; *National Programs; *Program Implementation; *Public Policy

IDENTIFIERS- *Resolutions; *White House Conference Library Info Services

This report documents progress made toward the implementation of 55 of the 64 resolutions adopted by the delegates to the first White House Conference on Library and Information Services in 1979. It is noted that implementation of the resolutions has been occurring and continues to occur at various levels: some resolutions were implemented simply through communication to a specific governmental body, while others have been achieved through state or federal legislative or executive actions and through work by individuals, agencies, organizations, and associations. Due to the changing political and economic environment, some resolutions have had to be tabled until conditions change. The individual resolutions are presented in six categories: (1) Goals and Objectives--13 resolutions; (2) Organizations and Finance--17 resolutions; (3) Technology, Resource Sharing and Education--18 resolutions; (4) Special Constituent Concerns--4 resolutions; (5) International Issues--6 resolutions; and (6) Conference Follow-Up and Commendation--6 resolutions. The full text of each resolution is provided together with notes on implementation steps taken to date, agencies and organizations involved, and miscellaneous comments. (BBM)

ED 258 587 IR 051 184

The Long Range Plan for Statewide Library Development in Texas, 1985-1987.

Texas State Library, Austin.

PUB DATE- Jun 84

NOTE- 232p.; For the 1984-1986 long range plan, see ED 232 703. Portions of Appendix B contain small/light print.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Library Planning; *Library Services; *Library Standards; *Long Range Planning; Needs Assessment; Policy; Public Libraries; *Shared Services; *Staff Development; *State Aid; State Libraries; Statewide Planning

IDENTIFIERS- *Library Services and Construction Act; Texas

This long range plan provides a framework for the establishment or expansion of programs to carry out the intent of the Library Services and Construction Act (LSCA), P.L. 95-123, as amended, in the state of Texas. It reflects input from four major sources: policies established by the Texas State Library and Archives Commission, deliberations of councils and boards created under state and federal legislation and guidelines, recommendations endorsed by membership of professional organizations of librarians, and information gathered by the staff of the Texas State Library. An introductory chapter provides a brief statement of the purpose of the plan, its development, and the Texas State Library's mission and goals. Library development in Texas is then described, and five goals are listed together with related objectives. The report concludes with a listing of program objectives and action plans based on the five goals. Eight appendices, which make up the major part of the report, provide information and/or data on library standards, status, and needs in Texas; evaluation and criteria; dissemination of LSCA criteria; the coordination of LSCA programs with institutions of higher education and public schools; policies and procedures for the allocation of Title I, Title II, and Title III funds; and a resource sharing plan. (BBM)

ED 258 643 JC 850 356

Computer Supported Education at Fox Valley Technical Institute. IBM Application Brief.

Fox Valley Technical Inst., Appleton, Wis.; International Business Machines Corp., White Plains, N.Y.
PUB DATE- 84
NOTE- 15p.; Reprinted by Fox Valley Technical Institute Facilities.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; Community Colleges; *Computer Assisted Instruction; *Computer Oriented Programs; Data Processing; Program Descriptions; Two Year Colleges

Fox Valley Technical Institute (FVTI) has developed an approach to education which emphasizes competency-based, round-the-clock education entailing short terms, flexible class schedules, and individualized instruction and which has as its focus strong computer support at classroom, technical, and management levels. The college provides 6,000 full-time and 40,000 part-time students with more than 3,000 courses in 90 occupational fields. Students may register for classes at 3-, 6-, 9-, or 12-week intervals, as soon as the classroom space is available. This free-form structure is made possible by the support of computer systems to handle the thousands of class schedules and administrative and instructional details required of competency-based education. The college's success in automating the educational process was the result of lengthy planning and systematic implementation that began in 1970 and resulted in the Automated Office System (AOS) in operation at the college. The AOS is designed to improve staff communication and includes a training component for board members, administrators, technicians, and support staff. Other innovations include a Student Information and Advisement System to provide information on students, classes, courses, and instructors; a student accounting system that places students in classes and records the completion of courses; a cognitive mapping system to determine how students can learn best; instructional computing support services and computer-assisted instruction; and computer-assisted career guidance programs. (HB)

Willett, Lynn H.; Youngren, Tom
ECC's Future: Picturing the Possible.
Elgin Community Coll., Ill.
PUB DATE- Apr 84
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Planning; Community Attitudes; Community Colleges; Employee Attitudes; *Futures (of Society); *Long Range Planning; Organizational Objectives; Two Year Colleges

This report by the President's Planning Commission at Elgin Community College (ECC) presents two visions of the college's future based on community and staff views of how the college should develop and provides goals to help realize these visions. First, the report presents the basic planning assumptions, or megatrends, on which the scenarios for development are based. The next section discusses major environmental trends for society for 1986 through 1989 as gleaned from data generated by 250 community experts at a Community Futures Forum held at ECC in fall 1984. Then, the report identifies key institutional trends as seen by 30 college administrators with respect to enrollments and student characteristics, curriculum, college costs, staffing patterns, finances, student services, community relations, and facilities. Then, two preferred ECC futures are presented based on the synthesis of 977 preferred future statements from students, faculty, and staff. The first, which is characterized by moderate change, emphasizes high technology, humanizing the technological society, providing multiple options for students, attracting new students, seeing education as a social priority, and ensuring accountability and funding. The second scenario, based on rapid change, emphasizes multiple options for course work, the importance of the human element, innovative arrangements, and decentralization. Finally, the report presents eight action goals for 1984-85 and four administrative action goals for 1984-85. Appendices illustrate the phases of the future planning process, present scenario statements received from different sectors, list task force members, and include a college profile. (HB)

ED 258 671 JC 850 386

Springfield Technical Community College Five-Year Plan Update, 1984-85.
Springfield Technical Community Coll., MA.
PUB DATE- 15 Jun 85
NOTE- 287p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Education; *Affirmative Action; Community Colleges; Developmental Studies Programs; Educational Facilities; Educational Finance; Educational Quality; Governance; Minority Groups; Nontraditional Students; *Participative Decision Making; Program Evaluation; *School Community Relationship; *School Holding Power; Student Recruitment; Two Year Colleges

A summary is provided of the progress of Springfield Technical Community College (STCC) in meeting the major objectives of its 5-year plan. Chapter I focuses on academic affairs, providing an evaluation and review of academic programs; an examination of program and curriculum development activities; an analysis of curriculum/program development in terms of financial resources; and an overview of enrollment trends. In chapter II, programs and activities to enhance recruitment and retention of minority and nontraditional students are described, including general and developmental studies programs, developmental English and mathematics programs, the tutorial assistance program, academic advising system, counseling programs, and special student retention activities. Chapter III focuses on STCC's involvement with the community, covering the public school curriculum review project, community services, affirmative action, admission/public relations, and the Center for Business/Industry Development. Chapter IV provides information on campus facilities and services, including library and student services, physical facilities, and the management information system. Finally, chapter V reviews the college's shared governance/campus self-study and presents the president's response to the policy recommendations of the Task Force on Excellence. (AYC)

ED 258 714 PS 015 191

Peterson, Judith A.

Implementation of an In-Service Training Program for Teachers and Student Aides in an Infant/Toddler Group Child Care Setting.

PUB DATE- Jun 84

NOTE- 155p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Child Caregivers; Classroom Observation Techniques; *Day Care; Early Childhood Education; Guidelines; Individualized Instruction; *Infants; *Inservice Teacher Education; Instructional Improvement; Parent School Relationship; Postsecondary Education; *Program Implementation; Teacher Aides; Teacher Workshops; *Toddlers

IDENTIFIERS- *Infant Care

Self-evaluation, director observations and evaluations, parent statements, and a lack of staff-child interaction indicated that a problem existed within an infant-toddler group. A practicum was therefore conducted to improve the quality of care. In 12 workshops, inservice training for teachers and student aides was provided to increase use of observational techniques as a basis for individualization of instruction. Each workshop had an independent study component that permitted the trainee to set and meet individual goals for development. Workshops were designed to increase ability to identify developmental levels, use observational techniques, improve lesson plans and daily schedules, and inform parents about the program. After implementation, pre- and post-evaluation forms, time samples, and needs assessments were compared. Findings showed that lesson plans, activities, and record keeping became more complete and individualized. In addition, caregivers' personal logs reflected an increased understanding of child development and the importance of choosing activities relevant to Piaget's sensorimotor substages. Teachers also initiated more interaction with children, and parents were better informed about the goals and objectives of an infant-toddler program. (Appended materials include staff training guides and the program's handbook for parents.) (Author/RH)

ED 258 743 RC 015 304

McCune, Allen
Quality Gifted Education in Small, Rural Schools.
PUB DATE- Oct 84
NOTE- 9p.; Paper presented at the Annual Rural and Small Schools Conference (6th, Manhattan, KS, October 29-30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Tests; *Elementary Secondary Education; *Gifted; Program Administration; Program Costs; *Program Design; *Rural Schools; *Small Schools; Talent Identification

Small, rural schools have proportionately as many gifted students as larger schools and can have quality gifted educational programs. As in large schools, identification involves staff and self-referral and systematic record evaluations. Referral reviews determine if needs are being met in regular classrooms, suggest alternative strategies for regular teachers, and recommend individual evaluation for students whose needs are not met. Those students are administered a battery of intelligence and achievement tests. Advanced services may be offered and students may have an Individual Educational Plan (IEP) developed. Parents must be informed of their rights and students must be carefully monitored. As students frequently create their own materials and the coordinator is capable of handling effectively a comparably large number of gifted, such programs are less expensive than most regular educational programs. Community support is important and it is recommended that the name gifted be avoided. The program director should have experience in the field, be versed in federal and state regulations, and be given sufficient time for the paperwork involved. Arrangements may also be made to offer special, advanced services to students even though they do not meet the state criteria for identification of gifted students. (PM)

ED 258 346 EA 017 843

Smith, Jana Kay; Smith, Nick L.
An Investigation of Program Evaluation Budgets. Paper and Report Series No. 108. Interim Draft.
Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.
SPONS AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 85
NOTE- 35p.
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Budgeting; Cost Effectiveness; *Educational Assessment; Elementary Secondary Education; *Evaluators; Expenditures; Formative Evaluation; Operating Expenses; Program Evaluation; *Resource Allocation; *State Departments of Education; Summative Evaluation

Data from two studies on evaluation budgeting practices are presented. In the first study, estimated budget figures are provided for formative and summative evaluations by 29 state education agency evaluators. In the second study, initial budget figures, final costs, and study characteristics are abstracted from the records of 85 evaluations conducted under the aegis of a regional evaluation contracting firm. A pattern of budget allocations in the two studies was observed in which roughly 61 percent of the total evaluation budget was allocated to personnel, 13 to 14 percent to overhead, and all other budget categories were comprised of 10 percent or less of the total budget. These allocation patterns were found to vary according to certain study characteristics, however. Allocation to personnel was related to the size of the total budget, the use of a pre-post design, and the number of pages in the written report. Allocation to the travel budget category was related to the size of the total budget, the distances traveled, the conduct of a formative evaluation, the provision of evaluation-related services such as training, and the use of archival data or a mixed design. Data processing allocations were also related to funding level and the conduct of a summative evaluation. The total cost of the evaluation was associated with travel requirements, the use of a pre-post design, the provision of services, and content. The conclusion points to pitfalls in evaluation budgeting practice and provides recommendations for future studies. (Author/TE)

ED 258 361 EA 017 859

Organizational Characteristic: Collaborative Planning and Collegial Relationships.

Minnesota State Dept. of Education, St. Paul.

PUB DATE- 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperation; *Educational Environment; Elementary Secondary Education; Feedback; *Interaction; Interpersonal Relationship; Interprofessional Relationship; *Organizational Communication; Organizational Development; *Participative Decision Making; Peer Relationship; *School Effectiveness; Teacher Administrator Relationship; Teacher Attitudes; Teacher Participation; Teamwork
IDENTIFIERS- *Collegiality; Minnesota School Effectiveness Program

One of the organizational characteristics used in the Minnesota School Effectiveness Program is a positive school climate, which includes collaborative planning and collegial relationships. This module begins by identifying four types of collegial practices that characterize successful schools: (1) frequent, continuous, and increasingly precise talk about teaching practice; (2) observation of teaching with useful postevaluation conversations; (3) teaching materials that are planned, designed, researched, evaluated, and prepared by teachers working together; and (4) staff members teaching each other instructional procedures. A short summary of research is included that shows the relationships between staff members and between staff and administration to be a determinant of a climate favorable to continuous improvement of instructional practices. Fifteen implementation suggestions are then provided, along with instructions and instrumentation for (1) an activity to promote positive feedback, and (2) a staff interaction survey. A short bibliography is also included. (TE)

Ellman, Fran M.

Opinions of State Directors of Special Education and Parent Leaders on the Implementation of Procedural Safeguards Relative to the Education of Handicapped Children and Youth.

National Association of State Directors of Special Education, Washington, D.C.

PUB DATE- Mar 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Disabilities; *Due Process; Elementary Secondary Education; Federal Legislation; *Parent Attitudes
IDENTIFIERS- Education for All Handicapped Children Act; Rehabilitation Act 1973

Surveys were completed by 51 state directors of special education and 45 parent leaders, members of the National Parent Coalition for Handicapped Americans Information Network, regarding the implementation of procedural safeguards for the handicapped. Responses indicate that state directors and parent leaders had similar opinions about the procedural safeguard provisions of P.L. 94-142 (The Education for All Handicapped Children Act) and Section 504 of P.L. 93-112 (The Rehabilitation Act of 1973). State directors reported that procedural safeguard provisions were operating smoothly, while a substantial proportion of parent leaders did not feel so. Questions arose over applicability of the safeguards to children placed in nonpubic schools independently by their parents. Both groups were positive in their opinions about mediation between parents and local education agencies. Parent leaders strongly agreed with the need for periodic monitoring of placement recommendations. Both groups agreed that procedural safeguards are supported by parents and that the provisions encourage parent participation; however, they questioned whether all parents were well informed of procedural safeguard provisions. The role of school psychologists was not viewed particularly positively by either group, but especially not by parent leaders. (CL)

ED 258 393 EC 172 913

Jaben, Twila H.

Effects of Creativity Instruction on Learning Disabled Students' Creative Written Expression.

PUB DATE- Apr 85

NOTE- 11p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Creative Development; *Creativity; Divergent Thinking; Intermediate Grades; *Learning Disabilities; Program Effectiveness

Fifty students from intermediate level learning disabilities classrooms were administered the Torrance Tests of Creative Thinking as pretests and posttests to measure the effectiveness of creativity instruction on the creative written expression of the subjects. For 14 weeks the Purdue Creative Thinking Program was used to stimulate the learning disabled experimental group's creative thinking. The program features audiotapes and printed exercises designed to foster divergent thinking in the area of verbal and figural fluency, flexibility, and originality. Ss in the learning disabled experimental group made significantly greater scores than a control group on the creativity variables of the verbal subtests of the Torrance Tests of Creative Thinking. (Author/CL)

Geographic Origins of Students, Fall 1984. Volume II. Report No. 2-85.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

PUB DATE- Jun 85
NOTE- 546p.; For volume I, see HE 018 412.
AVAILABLE FROM- Office of Institutional Research and Analytical Studies, State University of New York, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Agricultural Colleges; Community Colleges; *Enrollment Trends; Foreign Students; Full Time Students; *Geographic Distribution; Graduate Students; Higher Education; *In State Students; *Out of State Students; Part Time Students; *Place of Residence; School Location; State Colleges; *State Universities; Undergraduate Students
IDENTIFIERS- New York; *State University of New York

Fall 1984 statistics on the geographic origins, or permanent residence, of students attending institutions of the State University of New York (SUNY) are presented. This second of two volumes presents fall 1984 data and trend data for 1959-1984. Separate tables are provided for each New York State county, and data on the permanent residence of students from outside the state are broken down by standard geographic regions. Additional tables display the percent distribution of all undergraduate, graduate, first-time, and transfer undergraduate credit course students in terms of institutional totals distributed across the four New York State Planning Regions, and region totals distributed across institutions. The trend data are provided by individual institution and institutional type and concern the percent of the institution's full-time students who come from New York State but outside the area of the institution's location, who come from the United States but outside the state, and who come from a foreign country. (SW)

ED 258 517 HE 018 475

Distribution of High School Graduates and College-Going Rate, New York State, Fall 1984.

New York State Education Dept., Albany. Information Center on Education.

PUB DATE- 84
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Attendance; *College Bound Students; *Enrollment Trends; *Geographic Distribution; Higher Education; *High School Graduates; In State Students; Out of State Students; Private Schools; Public Schools; State Surveys
IDENTIFIERS- *New York

Data concerning the college attendance and the distribution of 1983-1984 high school graduates of New York's public and nonpublic schools are presented. The data were secured through the Education Department's Basic Educational Data System and reflect the status of graduates in fall 1984. Tables cover the following: trends in the college-going rate of high school graduates during 1970-1984; the types of institutions attended by public and nonpublic high school graduates during 1970-1984; trends for in-state and out-of-state college attendance for graduates of public/nonpublic schools; and the number and distribution of graduates entering employment, the military, or two- and four-year institutions (in New York or outside New York) by New York county and region. (SW)

ED 258 601 IR 051 242

Malrieu, Denise
La Base de Donnees ERIC: Evaluation de Son Utilisation et Discussion des Choix du Systeme (The ERIC Database: An Evaluation of Its Use and a Discussion of the System Model).
PUB DATE- Oct 83
NOTE- 11p.; For related document, see ED 208 902.
LANGUAGE- French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; Comparative Analysis; Content Analysis; *Databases; Educational Resources; Expenditures; Foreign Countries; Information Needs; *Information Networks; Information Services; *Information Systems; Models; *Reference Materials; *Use Studies
IDENTIFIERS- Educational Information; *ERIC; France; United States

This overview of the ERIC system begins with a brief history of the system; a description of the types and numbers of materials contained in the database; sources of types of information for educators that are not processed by ERIC; and the various publications and reference materials produced by and for the system. The analysis of ERIC usage in the United States that follows is based on the final report of the Cost and Usage Study of the Educational Resources Information Center (ERIC) System, which was conducted by King Research in 1981. This analysis includes data on types of access points for the ERIC system and the services they offer; the level of knowledge of ERIC in the educational community; a qualitative evaluation of ERIC products and services; and ERIC coverage of materials related to disadvantaged groups. The components of the ERIC system and their functions are then described, including relationships among the various units and products and services designed to make ERIC more available to users. System operations, resource allocation, and costs are also discussed. The article concludes with a discussion of cultural, organizational, and policy concerns that would need to be addressed if the ERIC model were to be adapted to meet the needs of French educators. (BBM)

ED 258 615 JC 850 305

Bohr, Dorothy H.; And Others
Project HELP: Instruction for High-Risk, Non-Traditional Students.
Sacramento City College.
Sacramento City Coll., Calif.
PUB DATE- 83
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; College Freshmen; Community Colleges; *Developmental Studies Programs; *General Education; *High Risk Students; *Liberal Arts; Program Descriptions; Self Evaluation (Groups); Two Year Colleges; *Two Year College Students

A profile is presented in this report of Project HELP (Higher Education Learning Package), a liberal arts instructional program alternative developed to assist high-risk, first-time community college students, with multiple deficiencies in reading, writing, and computational skills, to succeed and continue in college. Introductory material provides information on the two semester general education program consisting of two packages or options (totalling twenty-four units); describes the course content of the HELP program; highlights the program's objectives; and provides a history of the program between 1977 and 1978. Next, the evaluation report for 1981, the fourth year of implementation of the HELP project, is presented. This report describes the students involved in the HELP program, using profiles and case studies; discusses the implications of the HELP student profile for learning and teaching; describes how HELP students are taught; provides information on the kind of learning that takes place; examines the relationship of student achievement to the HELP program goals; and outlines plans for the future. Finally, the report discusses the transportability of the program. Student evaluation data and enrollment statistics are appended. (HB)

ED 258 700 PS 015 124

UNICEF Annual Report. 1985.
United Nations Children's Fund, New York, N.Y.
PUB DATE- 85
NOTE- 56p.; For the 1984 Annual Report, see ED 256 463.
AVAILABLE FROM- UNICEF, 866 United Nations Plaza, New York, NY 10017 (Free of charge).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Child Advocacy; *Community Programs; *Developing Nations; Education; Educational Media; Emergency Programs; Employed Women; *Expenditures; *Financial Support; *Health; *Nutrition; Program Descriptions; Rehabilitation Programs
IDENTIFIERS- *UNICEF

UNICEF's 1984-85 program review describes ongoing child health and nutrition programs and other community-based services for children. Specific attention is given to primary health care, child survival and development, and child nutrition, as well as to safe water supplies and sanitation, formal and nonformal education, urban community-based services, women's activities, childhood disabilities, and appropriate technology. Also discussed are program support activities, advocacy for children, and emergency relief and rehabilitation. Discussions are illustrated by program profiles from different countries, including Indonesia, Haiti, Colombia, Nigeria, Bangladesh, Tanzania, Mozambique, Malaysia, Nepal, Thailand, Jamaica, and Angola. UNICEF's income, commitments, and expenditure for 1984-85 are presented in charts, maps, and tables. Concluding materials provide an overview of the organization's philosophy, policies, methods of program cooperation, and supporting activities. Members of the executive board are listed. (RH)

ED 258 427 EC 172 947

Silver Hills Junior High School Talent Pool .
Wallace School District 393, ID.
PUB DATE- 85
NOTE- 7p.; Prepared at Silver Hills Junior High School, Osburn, ID.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Enrichment; *Gifted; Junior High Schools; Program Descriptions; Talent

The paper describes the Silver Hills (Idaho) Junior High School Talent Pool, a program designed to advance thinking skills through enrichment activities. The Talent Pool concept was established as an alternate means of identifying students eligible for gifted/talented services and programs. Students participate in three levels of enrichment activities, with efforts culminating in an independent project under the direction of the classroom teacher or the gifted/talented facilitator. Program goals are specified and the needs on which the program was based are pointed out (including the fact that there were students needing enrichment activities who were unable to meet eligibility criteria for participation in the gifted/talented program as set forth by the State Department of Education). General activities of the program are briefly described, such as the implementation of enrichment mini-courses based on identified student interest. (CL)

Ruddock, Maryann Steele; Rossy, Kenneth
External Analysis and Planning. SAIR Conference Paper.
PUB DATE- Oct 84
NOTE- 20p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Little Rock, AR, October 24-26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; College Environment; *College Planning; Demography; Economic Factors; Enrollment Trends; *Futures (of Society); Higher Education; *Long Range Planning; *Policy Formation; Political Influences; *Prediction; Social Influences
IDENTIFIERS- *Futures Research; SAIR Conference; Scenarios; *University of Texas System

The potential use of the preferred imaging technique by the Office of Planning and Analysis of the University of Texas System is discussed, along with the use of environmental scanning. Preferred imaging is used to get people thinking about the future and how it relates to the external environment and the planning process. Preferred imaging appears to take advantage of the broad range of expertise available in the university and can be implemented quickly and efficiently. A session on imaging a preferred future of the University of Texas System was conducted with the planning representatives from the 14 component institutions. Over 70 images were produced in 15 minutes by a group of 18 people. Subgroups then identified steps to be taken before these images could become reality. It was discovered that the same themes were underlying the action steps for all three images. An in-depth analysis will now be conducted on these underlying themes. The imaging technique encourages planners to be more proactive than when using more conventional scanning methods. Scanning is the process by which indicators of change in the environment are identified. Environmental analysis then looks beyond the issues identified by environmental scanning to an evaluation of those issues. (SW)

ED 258 460 FL 015 088

Rodriguez-Brown, Flora V.; Yirchott, Lynne S.

A Comparative Analysis of Oral Reading Miscues Made by Monolingual versus Bilingual Students. Bilingual Education Paper Series. Vol. 7 No. 5.

California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- Dec 83

NOTE- 31p.; Paper presented at the annual meeting of the American Educational Research Association (Boston, MA, April 1, 1980).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Bilingual Education; *Bilingualism; Comparative Analysis; English; English (Second Language); Grade 3; *Miscue Analysis; *Monolingualism; *Oral Reading; Primary Education; *Reading Skills; Spanish

Using an adaptation of a miscue taxonomy developed by Cziko, a study compared the reading performance of: (1) English-monolingual and bilingual third-grade students reading in English; (2) Spanish-monolingual and bilingual third-grade students reading in Spanish, and (3) bilingual third-grade students reading in Spanish and English. The subjects were 23 children attending integrated schools in two school districts in Illinois. The oral reading samples were collected using videotape. The miscue coding system used for analysis was adapted by adding or deleting categories as needed, according to the study's purpose and the characteristics of the Spanish language. Interrater reliability was calculated to ensure that the categories were reliable and that the coders understood the categories and coded them properly. Results show that by third grade, children are still using mainly graphic rather than contextual information while reading. A trend toward increasing the use of contextual constraints was found that seemed to be consistent with an interactive view of reading. In general, it was found that English-monolinguals used more contextual information than either the Spanish-monolingual readers or the bilingual subjects. The results raise the question of when second-language reading should be introduced to bilingual children: at the same time as first-language reading or after considerable development of first-language reading skills. Further research on the transfer of skills from first to second language is also needed. (Author/MSE)

ED 258 545   IR 011 696

Bollerslev, Peter; Estes, Nolan
Changes in Curricula and Institutional Structures.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
REPORT NO.- CERI/NT/84.09
PUB DATE- Jul 84
NOTE- 29p.; Contained in papers of the International Conference on Education and New Information Technologies (Paris, France, July 9-12, 1984), see IR 011 688.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Computer Assisted Instruction; Computer Literacy; *Curriculum Design; Developed Nations; Distance Education; *Educational Change; Educational Policy; Elementary Secondary Education; Higher Education; *Information Science; Microcomputers; Parent Attitudes; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Computer Uses in Education

Prepared for a 1984 Organisation for Economic Cooperation and Development (OECD) conference, this report analyzes trends and changes in elementary, secondary, higher, and distance education curricula and institutional structures on the basis of a number of case studies from Australia, Belgium, Canada, Denmark, Japan, New Zealand, the Netherlands, Turkey, the United Kingdom, and the United States. Divided into four sections by level or type of education, the report reviews changes in curricula, including the most frequently reported use of new information technology and related activities; changes in the teaching/learning environment, including user populations and teacher, parent, and student attitudes; and changes in institutional structures, including implementation policy, financial allocations, and policy changes in regard to administrative staff and physical resource allocation. A final chapter summarizes trends and issues across all educational levels and types. (MBR)

Thou Shalt Not Dupe.

Association of Data Processing Service Organizations, Arlington, VA.

PUB DATE- 84
NOTE- 13p.
AVAILABLE FROM- Association of Data Processing Service Organizations, Suite 300, 1300 N. 17th Street, Arlington, VA 22209 (first copy free, each additional copy $.75).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Compliance (Legal); *Computer Software; *Copyrights; *Federal Regulation; Guidelines; Legal Problems; *Legal Responsibility
IDENTIFIERS- *Software Copying; Software Piracy

The problem of unauthorized computer software duplication impedes the production of upgraded products by software developers, who find thousands of illegal computer program copies have been made by customers who either innocently believe they are doing nothing wrong, or simply choose to ignore the law. Unauthorized duplication and use of software violates the United States Copyright Law, and unfairly deprives software developers of revenue they are entitled to receive for their work. Two kinds of violations are prevalent: softlifting and piracy. Softlifting is performed by individuals illegally making copies for their own use or use by a friend. Software piracy occurs when organizations choose consciously to encourage, or unconsciously to allow, employees to make and use illegal software copies. Reproducing computer software without authorization is a federal offense; the money paid for a software product represents a license fee for the use of one copy. Civil damages and criminal penalties can result from the abuse of this law. A more immediate repercussion of unauthorized software copying is the increase of program costs to legitimate customers, forcing them to pay for theft along with the software developers. Companies are asked to adopt software duplication guidelines and a sample policy statement on software use is provided. (JB)

ED 258 629 JC 850 342

College Transfer Guidelines among Missouri Higher Education Institutions.

Missouri State Coordinating Board for Higher Education, Jefferson City.

PUB DATE- Feb 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Admission (School); *Admission Criteria; *Articulation (Education); Associate Degrees; Bachelors Degrees; College Credits; College Transfer Students; Community Colleges; Intercollegiate Cooperation; Postsecondary Education; *State Standards; *Transfer Policy; *Transfer Programs; Two Year Colleges; Universities
IDENTIFIERS- *Missouri

This report presents college transfer guidelines for Missouri higher education institutions. Introductory material provides a statement of the state's educational philosophy and a definition of elements involved in the articulation process. Next, guidelines are presented regarding transfer policy in the areas of the baccalaureate degree program; general education; associate degrees; transfer without a degree; institutional admission; program admission; the college catalog; change in major; transfer of credit; transfer of grades; credit by examination, experiential learning, and pass/fail credit; and state certification or statutory requirements. Then guidelines are provided for review procedures and include definitions of the role and functions of the Articulation Committee; and the appeal process for students refused admission. Finally, provisions for implementation of the guidelines are presented. Definitions of degree programs, undergraduate student status, and courses are appended. (HB)

ED 258 686 PS 014 982

Deighan, Mary Ellen
Towards Collaboration in Foster Care: A Training Guide.
State Univ. of New York, Albany. School of Social Welfare.
SPONS. AGENCY- New York State Dept. of Social Services, Albany.
PUB DATE- 80
NOTE- 149p.
AVAILABLE FROM- Nelson A. Rockefeller College of Public Affairs and Policy, SUNY, 135 Western Avenue, Richardson Hall, Albany, NY 12222 ($6.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Welfare; Cooperation; Counseling Techniques; Family Problems; *Foster Care; *Foster Family; Parent Child Relationship; Professional Training; *Social Workers; Supervisory Methods; *Supervisory Training
IDENTIFIERS- *Permanency Planning (Foster Care); *Professional Role

The curriculum presented in this training guide is seen as the foundation upon which the child welfare system can build collaboration in foster care. The first training module focuses on the significance of the parent-child relationship and the impact of separation on this relationship. It presents a general framework for understanding dysfunctional family patterns and intervention techniques. The second module concentrates on the balance between the personal and professional roles of foster families, the therapeutic skills of foster families, and the need to include foster families in the treatment team. The third and fourth modules concern the training and supervision of foster families. The last module emphasizes the importance of the preplacement and termination stages within the framework of permanency planning. Each presentation begins with a rationale explaining why the training was developed. The purpose for each training module is then described along with specific behavioral objectives and anticipated behavioral changes. The session outline next provides time frames and an explanation of the process of the training session. Materials for training, such as sample lectures, experiential exercises, and handouts for participants, appear at the end of each module. Most of the modules suggest alternative strategies for training. (RH)

ED 258 730 PS 015 254

Hill, Brent Mathews
Effective Child Guidance: A Clinician's Guidebook.
PUB DATE- 83
NOTE- 77p.; Developed as part of a Practicum, Nova University. For related documents, see PS 015 131 and PS 015 132.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Consultation Programs; Counselor Role; Counselor Teacher Cooperation; Elementary Secondary Education; *Guidance; Humanistic Education; Inservice Teacher Education; Intervention; Postsecondary Education; Preschool Children; Preschool Education; *Prevention; *Psychoeducational Methods; *Teacher Role
IDENTIFIERS- *Helping Behavior

Each chapter of this clinician's guidebook addresses a topic related to preventive mental health interventions with children. The first section discusses preventive services in terms of need, types, four approaches, and rationale. The second section reviews ways to effectively collaborate with the school system and provides discussion to help the clinician understand the school from participants' perspectives. The third section deals with preventive guidance that should and can be administered by a classroom teacher, specifically discussing teacher skills beneficial in developing classroom guidance, suggestions and resources for building needed skills, and guidance programs with which the clinician should be familiar and which the teacher may employ. The fourth section considers the use of the mental health professional in an educational role and discusses ways clinicians can maximize their existing skills and build their teaching skills. The fifth section deals with the practice of mental health consultation, reviewing its preventive nature and discussing types and stages of consultation. Ethical considerations are also briefly addressed. The sixth section deals with community intervention in the preschool population. Reasons for the neglect of the preschool/day care population in mental health promotion work, as well as methods for overcoming such barriers, are presented. The final section deals with specific problems confronting the prevention field, particularly funding and evaluation. Methods of approaching both these problems are outlined, and the importance of expanding the scope of prevention is emphasized. An extensive reference list concludes the document. (RH)

ED 258 394 EC 172 914

Maykut, Pamela

Differentiating Psychosocial Risk as a Means of Individualizing Programs for Handicapped Children and Their Families. Final Report. Part I and II.

Wisconsin Univ., Madison.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 83
NOTE- 536p.; Ph.D. Dissertation, University of Wisconsin-Madison. Submitted under the title "The Relationship between Family Variables and Children's Developmental Performance'"
GRANT- G008101030
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Academic Achievement; Affective Behavior; Age Differences; *Child Development; Cognitive Development; *Family Relationship; *High Risk Persons

The purpose of the study was to investigate the relationship between the physical, social, and psychological variables of the family environment and children's developmental performance on measures of cognition, academic achievement, and affective characteristics. A sample of 69 families was administered a multicomponent family assessment instrument designed to measure family process variables related to the quality of the language-learning environment, the quality of the social-emotional environment, the family's sociodemographic characteristics, health status, stability, and the quality of the physical home environment. A sample of 182 children from these families was administered a set of performance measures assessing cognitive functioning, academic achievement, and affective development. A series of multivariate analyses revealed that families could be differentiated into two distinctly different groups (high- and low-risk). School-age children from high-risk families performed significantly below children from low-risk families across performance measures. Further examination indicated that family risk variables combined in significantly different ways to predict cognitive functioning and achievement grade discrepancy scores for younger as compared to older children. Part II contains 15 appendixes whose principal topics include the following: (1) psychometric characteristics of selected family assessment instruments; (2) family interview schedule booklet; (3) parent answer booklet; (4) post-observation form, scoring instructions, and scoring sheet; and (5) psychometric characteristics of selected child assessment instruments. (Author/CL)

ED 258 410 EC 172 930

Thornton, Carol A.; Toohey, Margaret A.
VAKT for Basic Subtraction Facts.
PUB DATE- Feb 85
NOTE- 37p.; Paper presented at the International Meeting of the Association for Children and Adults with Learning Disabilities (San Francisco, CA, February 20-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arithmetic; Audiovisual Aids; Cognitive Style; Foreign Countries; *Learning Disabilities; *Learning Modalities; Learning Strategies; Memorization; *Subtraction; *Teaching Methods
IDENTIFIERS- Australia (Queensland)

Guidelines are presented for modifying basic instruction of subtraction facts for elementary level learning disabled students. A detailed case study is used to illustrate a five-step structured program: (1) find a way to work it out; (2) add to check; (3) learn the partner facts; (4) study families of facts; (5) review and practice. The selection of appropriate sequences, techniques, and activities that incorporate students' learning strengths is emphasized. Appendix A lists specific strategies for modifying activities to meet individual learning needs (auditory, visual, kinesthetic/tactile) and address receptive, expressive, and abstract reasoning difficulties. Appendix B offers memorization strategies tailored to auditory, visual, and kinesthetic/tactile learners. Activities using mechanical aids (calculator, language master, tape recorder) are described in Appendix C, while Appendix D suggests activities to help children speed up their responses once they have mastered strategies. Management strategies for teacher and child, described in Appendix E, focus on organization and use of facts, application of basic facts to computation, self-management (staying on task), and record keeping. (JW)

ED 258 428 EC 172 948

Lyon, Mark A.; Smith, Douglas K.

Referred Students' Performance on the K-ABC, WISC-R, and Woodcock-Johnson.

PUB DATE- Apr 85
NOTE- 15p.; Paper presented at the Annual Convention of the National Association of School Psychologists (Las Vegas, NV, April 8-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Learning Disabilities; *Testing; *Test Validity
IDENTIFIERS- Kaufman Assessment Battery for Children; Wechsler Intelligence Scale for Children (Revised); Woodcock Johnson Psychoeducational Battery

The performance of 79 elementary school students referred for learning disability evaluation was compared on the Kaufman Assessment Battery for Children (K-ABC), the Wechsler Intelligence Scale for Children-Revised (WISC-R) and the Woodcock-Johnson Psychoeducational Battery (WJPEB). Pearson product-moment correlations were performed on the global standard scores of the three instruments to determine the nature of relationships among them. Results supported the use of the mental processing score on the K-ABC for the assessment of general ability in LD students. Moderate correlations indicated that the same general construct is being measured on all three instruments, but also that the K-ABC has enough unique qualities to contribute new information to the assessment of ability. (CL)

ED 258 445 FL 015 044

Whitman, Ruth
Home Team: Over 60 Home Learning Tips from the American Federation of Teachers and El Equipo del Hogar: La American Federation of Teachers Presenta Mas de 60 Consejos para el Aprendizaje.
American Federation of Teachers, Washington, D.C.
PUB DATE- 84
NOTE- 7p.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Children; *Educational Strategies; *Family Influence; *Family Involvement; *Family Role; Handwriting; Mathematics; Parent Attitudes; Parent Teacher Cooperation; Reading; Reading Habits; Sciences; Study Habits; *Study Skills; Writing (Composition)

Suggestions directed to parents and family members for turning everyday home activities into opportunities for learning are based on three principles: reading and researching; reinforcement and reward; and review and reapplication. It is proposed that establishing a good home learning environment includes setting regular, daily times to work with children; creating a workplace; arranging time to talk with children; setting an example; keeping good research sources handy and encouraging children to read and investigate; and using radio and television wisely. Younger children need brief, rewarding activities and must not be pushed too hard. Basic principles of parent-child interaction and specific activity suggestions using common family or home tasks to support and reinforce learning are given for the subject areas of reading, math, writing and penmanship, and science. (MSE)

ED 258 475 FL 015 104

Arter, Judith; And Others
A Study of English Language Training for Refugees in the United States. Phase Three: The Influence of Language Training and Employment on Adult Refugees' Acquisition of English. Technical Report.
Northwest Regional Educational Lab., Portland, Oreg. Office of Research and Evaluation Services.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- Jun 84
NOTE- 52p.; For related documents, see FL 015 101-105.
CONTRACT- HHS-100-81-0066
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Asian Americans; Costs; Educational Quality; Employment Patterns; *English (Second Language); Financial Support; *Language Proficiency; National Surveys; Program Administration; Program Design; *Program Effectiveness; *Refugees; Regional Planning; Second Language Learning; *Second Language Programs; State Agencies; Student Characteristics; Tables (Data)

The third phase of a national study of the impact of English language training programs on adult Southeast Asian refugees in the United States involved a longitudinal study of 400 recently-arrived refugees chosen at random from reception lines of refugee centers in four metropolitan areas: Portland, Oregon; San Diego; Oklahoma City; and Denver. The refugees were given oral English proficiency tests upon arrival and again after six months' residence. Demographic information, including data on English language training and employment, was also gathered to examine the effects of these factors on the rate of English language learning. The report outlines the design and results of this phase of the study, including data tables. It is concluded that English language training promotes language learning more than employment does, regardless of the background or experience of the refugees. The amount of previous education is found to be the most important predictor of skill in Englih, and age is the most important predictor of gain in skill. (MSE)

ED 258 504 HE 018 414

Chen, May K. C.; And Others

Towards the Year 2000: Demographic, Economic, Social, Political, and Educational Trends. OSISD Volume 5: Report Number 2. Special Report Series.

New Jersey State Dept. of Higher Education, Trenton. Office of Research.

PUB DATE- Jan 85
NOTE- 69p.
AVAILABLE FROM- New Jersey Department of Higher Education, Trenton, NJ 08625.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economic Factors; Educational Finance; Educational Trends; *Employment Patterns; *Enrollment Trends; Futures (of Society); Geographic Distribution; *Higher Education; *Political Attitudes; Political Influences; *Population Trends; Racial Distribution; Residential Patterns; Resource Allocation; Trend Analysis
IDENTIFIERS- *New Jersey

Factors that are likely to affect higher education in New Jersey and the nation are identified. Statistical data and a brief narrative summary cover major demographic, economic, sociopolitical, and higher education trends. Comparative economic data indicate trends in production, occupational employment, the civilian labor force, and personal income. Also included are survey data developed by the Eagleton Institute of Rutgers University regarding New Jerseyans' perceptions of the state's government, environment, and economy. The educational data cover: educational attainment of the state's population, the enrollment characteristics of students at New Jersey colleges and universities, actual and projected public high school graduates in the state for the years 1980 to 1995; full-time, first-time freshmen by race, 1977-1983; state appropriations for higher education, fiscal years (FY) 1978-1985; constant dollar state appropriations for the United States, New Jersey, and selected states, FY 1974 to FY 1984; and curriculum grants initiatives. The demographic and economic trends include: population density by New Jersey counties, 1980; net migration rates by county; racial composition of the U.S. and New Jersey populations; employment by sector, 1950-1983; and comparative unemployment rates. (SW)

ED 258 532 HE 018 490

Davis-Van Atta, David; And Others
Educating America's Scientists: The Role of the Research Colleges.
Oberlin Coll., Ohio.
PUB DATE- Jun 85
NOTE- 115p.; Report presented at a conference entitled "The Future of Science at Liberal Arts Colleges" (Oberline, Ohio, June 9-10, 1985). Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College Freshmen; College Programs; *College Science; *Enrollment Trends; Financial Support; Graduate Study; Higher Education; *Liberal Arts; *Majors (Students); Private Colleges; *Research and Development; Scholarship; *Science Education; State Colleges; Two Year Colleges; Undergraduate Study; Universities
IDENTIFIERS- *Liberal Arts Colleges

The role of 48 liberal arts colleges in the training of American scientists was studied, with attention to undergraduate/graduate education and research and development (R&D). It was found that the leading liberal arts colleges rank at or near the top of all U.S. institutions in the training of scientists. Whereas universities have seen an erosion of student interest in science in the past 7 years, the leading liberal arts colleges continue to sustain student interest in science, due to one-to-one teaching by senior scientists and a close link between teaching and research. The liberal arts colleges have functioned largely without federal support for science. Recommendations are offered concerning early student preparation in science, programs and curriculum, funding, and renewal. Data are included on: freshmen interest in the basic sciences by discipline, 1975 to 1984; bachelors and doctoral degrees for mathematics and science disciplines; scholarly activity of science faculty by discipline; science course offerings by discipline, level, and tenure status of professor; science expenditures; R&D by type of activity and sources of funding; and enrollment of freshmen in science and math for public and private two- and four-year colleges, and universities. The 48 colleges are identified. (SW)

ED 258 574 IR 051 170

Lanier, Don

Binding Operations in ARL Libraries. SPEC KIT 114.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- May 85

NOTE- 128p.

AVAILABLE FROM- Systems and Procedures Exchange Center, Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Avenue NW, Washington, DC 20036 ($20.00 prepaid).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Libraries; *Administrative Organization; Books; Guidelines; Higher Education; *Library Personnel; Library Surveys; Periodicals; *Preservation; Research Libraries; Standards

IDENTIFIERS- Association of Research Libraries; *Book Binding; *Library Operations

This flyer/kit provides the results of a January 1985 Quick-SPEC survey, which, together with telephone and in-person interviews, was conducted to obtain information on the operations, organization, and staffing of library binding operations. Information was obtained from 18 of the 26 Association of Research Libraries (ARL) institutions surveyed; these libraries were chosen because they have sizeable binding operations with state-of-the-art practices. It was found that libraries are making more extensive use of commercial binders for routine, general run work, but they are also using a variety of binding techniques and other preservation treatments in-house, and developing appropriate standards for each. This kit contains 12 documents dealing with organization and administration, 3 descriptions of automated systems, 8 descriptions of binding treatments, and a list of selected readings. The 15 institutions whose documents are included in the kit are the University of California, Davis; University of Colorado; Columbia University; University of Connecticut; Duke University; University of Illinois; Massachusetts Institute of Technology; New York Public Library; University of North Carolina; Pennsylvania State University; Princeton University; Southern Illinois University; University of Texas; University of Utah; and University of Washington. (BBM)

ED 258 588 IR 051 185

Phelan, Jody; Otstott, Michele
Awesome Adventures. Texas Reading Club, 1985. A Planning and Programming Handbook.
Texas State Library, Austin. Dept. of Library Development.
PUB DATE- 85
NOTE- 125p.; For related documents, see ED 188 639, ED 219 069, and IR 051 186.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Childrens Literature; Commercial Art; Elementary Secondary Education; *Foreign Countries; History; *Library Services; *Program Development; Program Evaluation; Program Guides; Publicity; Public Libraries; *Reading Programs; Scripts; State Programs; Transportation
IDENTIFIERS- Clip Art

Designed to encourage Texas youth to maintain reading skill levels achieved at the end of the school year and to encourage library use during the summer months and throughout the year, the Texas Reading Club programs usually include a structured reading program and a variety of entertaining literature related storyhours, puppet shows, films, and other attractive happenings. The theme for 1985--"awesome adventures"--was designed to stimulate interest in other areas of the world, both past and present; explore various means of travel; and introduce famous fictional adventurers. Suggestions for activities are provided for participants of all ages, although the activities will be of most interest to readers in grades 3-6. This handbook offers suggestions for planning goals, objectives, and strategies; community and library resource evaluation; budget preparation; program management (participation, registration, rules and regulations, record keeping, prizes/awards, scheduling, program types); and volunteers. Suggestions for publicity are presented, followed by ideas for programs, bulletin boards, and activities for each of eight weeks. A bibliography of titles related to suggested programs, guidelines for program evaluation, and suggestions for getting ready for next year are also provided. Program-related clip art is appended. (BBM)

ED 258 616 JC 850 307

Perry, Ronald
Selected Issues Relating to Community Colleges. Report No. 84-5.
Washington State Legislature, Olympia. Legislative Budget Committee.
PUB DATE- Aug 84
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Community Colleges; Compensation (Remuneration); *Expenditures; Financial Policy; Fringe Benefits; *Personnel Policy; *Resource Allocation; *Salaries; *School Policy; State Legislation; *State Standards; Statewide Planning; Vacations
IDENTIFIERS- *Washington

Designed to provide the Washington State Legislature with information for use in making future legislative determinations concerning selected community college issues, this report presents information on the state's community colleges including policies on annual leave, allocation of resources, and salary increments. Part I outlines the scope and objectives of the report. Part II provides a report summary in the areas of leave policies, resource allocation, and salary increases. Part III reviews annual leave policies for administrators in all of the state's community colleges and includes an examination of compliance with statutes and legislative intent in the area of leave policies. This section includes a review of the relevant statutes, results of a survey of college policies, a comparison with other state agencies' policies, conclusions, and recommendations. Part IV examines and evaluates the allocation of fiscal resources at five sample colleges: Bellevue; Clark; Fort Steilacoom; Highline; and Shoreline. This part includes a breakdown of expenditures by instructional and service area, conclusions, and recommendations. Part V examines salary increments at the five sample colleges to determine whether salary increases have been made in accordance with legislative intent. Appendices include a summary of recommendations, an examination of the fiscal impact of placing a limitation on the accumulation of annual leave, and agency comments. (HB)

ED 258 658 JC 850 373

Hering, Ed
Teaching and Learning Styles.
PUB DATE- Mar 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Style; *College Instruction; Community Colleges; *Teacher Effectiveness; Teacher Influence; *Teaching Styles; Two Year Colleges

A review is provided of recent literature on learning styles and teaching styles, and the relationship between the two. First, a discussion of learning styles is presented, focusing on the cognitive, affective, and physiological aspects of the learning process and situation. Next, the paper addresses the issue of the development of individual cognitive style, stressing that teachers can influence style changes in students. In the next section, the relationship between teaching and learning style is addressed, indicating that instructors tend to prefer to teach the way they prefer to learn unless a conscious effort is made to do otherwise; that choice of teaching area seems to be somewhat dependent upon personal learning style; that left-brain oriented instructors tend to be more systematic, structured, and organized, while right-brain oriented instructors tend to be more flexible, group-oriented, and creative; and that teachers should understand their own teaching and learning styles to be able to modify their approach depending on the circumstances at hand. A brief overview of brain research with respect to learning styles is followed by a series of suggestions for teachers to help them recognize different aspects of learners. Next, research on the effectiveness and desirability of matching teaching and learning styles is reviewed. Concluding comments suggest that instructors make the instructional changes which allow students a better opportunity to learn and to be more responsible for their own learning. (AYC)

ED 258 672 JC 850 387

Shirazi, Annmarie
Information from 1982 Oklahoma City Community College Graduates. Research Monograph I.
Oklahoma City Community Coll., OK.
PUB DATE- Sep 83
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; Employment Patterns; Followup Studies; Graduate Surveys; Institutional Evaluation; Majors (Students); *Outcomes of Education; *Participant Satisfaction; Questionnaires; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students

In May 1983, questionnaires were sent to all students who graduated from Oklahoma City Community College (OCCC) between December 1981 and July 1982. A total of 404 questionnaires were mailed, soliciting information on educational objectives, current educational/employment status, college major, ratings of college services, transfer experiences, and occupational experiences. Study findings, based on a 40.6% response rate, included the following: (1) in comparison to previous years, the proportion of students attending OCCC to improve their job skills and to prepare for employment decreased, while those looking to transfer to a four-year college and those attending for personal enrichment increased; (2) the percent of the respondents employed part-time increased from 9.9% to 13.4%, while those employed full-time fell to an all-time low of 56.7%; (3) the quality of instruction was rated good or very good by 89.7% of the respondents; (4) in 1981, 18.2% of the transferring students attended Central State University (CSU) and 30.7% attended the University of Oklahoma (UO); while in 1982, 37.5% of the students attended CSU and 26.2% attended UO; (5) 8% of the transferring students in 1982 reported having problems, compared to 16.5% in 1981; (6) 52.6% of the employed graduates were working in a field directly related to their college major; (7) of the graduates who were not employed in a field related to their major, 23.2% had transferred to a four-year school, 6.1% could not find a job in their field, 5.5% found a better paying job in another field, and 4.3% were not sufficiently qualified to work in their field. The questionnaire and item-by-item response data are included. (AYC)

ED 258 701 PS 015 131

Hill, Brent Mathews

Development and Implementation of a Psychodiagnostic Assessment Program for Young Children in a Mental Health Center.

PUB DATE- Jul 83
NOTE- 70p.; Ed.D. Practicum, Nova University. For related documents, see PS 015 132 and PS 015 254.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Check Lists; *Clinical Diagnosis; Counselor Training; Educational Cooperation; Feedback; Peer Evaluation; Program Effectiveness; *Program Improvement; Projective Measures; *Young Children
IDENTIFIERS- Family Systems Theory; *Program Monitoring; *Psychological Assessment

A clinical peer review of client treatment at the Weber Mental Health Center, a facility serving two Utah counties, was conducted. Gathered from 25 randomly selected charts of clients 8 years of age and younger who were seen during the period 1978-1982 and whose treatment was terminated, data indicated that 28 percent of the sample was improperly in treatment, 60 percent received at least partially inappropriate treatment, and at least 8 percent participated in significantly more than the average number of therapy sessions. To remedy this situation, the practicum described in this report employed a psychodiagnostic assessment program to determine whether services were needed and, if so, to give direction to the early stages of treatment. Major components of the intervention included individual and family interaction assessment and a behaviorally oriented procedure for reporting results to the attending therapist. A total of 10 young children were evaluated during the course of the practicum. Goals of significantly reducing improper and misdirected treatment were achieved. The third objective, reducing the length of treatment, was not met. Staff evaluation of training suggests that psychology interns and mental health staff were successfully trained in the area of early childhood psychodiagnostic assessment. However, instruments found most useful for early childhood assessment are not commerically available. (Author/RH)

ED 258 715 PS 015 192

Richards, David M.
Utilizing Community Resources to Decrease Unsupervised Television Viewing by Kindergarten Children.
PUB DATE- 4 Mar 85
NOTE- 85p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Childhood Attitudes; *Community Resources; Early Childhood Education; *Kindergarten Children; Parent Attitudes; *Parent Education; Parent Role; Questionnaires; Supervision; Teacher Attitudes; *Teacher Role; Television Research; *Television Viewing

The goal of this practicum was to teach parents ways to supervise the kinds of television programs their kindergarten-aged children watch and to limit the time they spend watching them. Attempts were made to advise teachers about ways to supplement information provided to parents about educationally sound and appropriate programs for children. The educational intervention for parents consisted of four meetings in which children, parents and teachers participated and interacted with guest speakers from the community and television studios. Discussion focused on data gathering in session 1, on neighborhood programs for children in session 2, on best children's programs on the available channels in session 3, and on individual participant's opinions and feelings about the sessions in session 4. Data were gathered through a Parental Television Questionnaire, a Teacher Television Questionnaire, and a Student Oral Television Questionnaire. Pre-questionnaire results indicated that 80 percent of the kindergarten children devoted a large portion of their time to unsupervised programming. Post-questionnaires were expected to indicate that 80 percent of the respondents curbed television watching and that television programming for students was more closely monitored by parents, faculty, and students. According to post-questionnaire results, positive attitudes toward monitoring television viewing increased by 80 percent. (Author/RH)

ED 258 744 RC 015 305

Toro, Leonor; And Others
America * Las Americas. Canada, United States, Mexico.
Connecticut State Migratory Children's Program, New Haven.
SPONS. AGENCY- Hamden-New Haven Cooperative Education Center, Conn.
PUB DATE- 84
NOTE- 439p.; Published quarterly.
AVAILABLE FROM- Migratory Ethnic/Arts Component, 1450 Whitney Ave., Hamden, CT 06517-2497.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Collected Works - Serials (022)
DESCRIPTORS- Bilingual Instructional Materials; *Biographies; Black History; *Cultural Background; Cultural Education; Elementary Education; Elementary School Mathematics; Hispanic Americans; Language Arts; *Latin American History; *Leaders; Migrant Children; *Migrant Education; *North American History; Periodicals; Social Studies; Units of Study
IDENTIFIERS- Canada; Mexico; United States

Written for teachers to use with migrant children in elementary grades and to highlight the many Americas, three magazines provide historical and cultural background information on Canada, the United States, and Mexico and feature biographies of Black and Hispanic leaders. Each edition has a table of contents indicating the language--Spanish and/or English--in which topics are written. Individual issues focus on one American country and provide an encyclopedia-style overview of the country's history, geography, economy, and culture. Topics in the edition featuring Canada are the Royal Canadian Mounted Police, Samuel de Champlain, and Sir Frederick Grant Banting and his discovery of insulin. The United States edition features biographies of Juan Ponce de Leon, George Washington, Frederick Douglass, Benjamin Banneker, Chief Joseph, Eleanor Roosevelt, and Walt Whitman. The issue devoted to Mexico provides biographies of Benito Juarez, Jose Maria Morelos, Jose Clemente Orozco, Diego Rivera, and Sor Juana Ines de la Cruz. Past and present customs of observing baptisms, weddings, and funerals are contrasted. Consisting mainly of narrative text, the magazines include maps, illustations, a play, poetry, quizzes, fact sheets, word searchers and other activity pages, and a "math corner" with problems and brain teasers. (JHZ)

ED 258 347 EA 017 845

Kogoe, Akrima
Perceived Administrative Needs of School Executives in Togo.
PUB DATE- 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; *Administrator Qualifications; *Administrator Role; Decision Making Skills; Elementary Secondary Education; Evaluation Needs; *Foreign Countries; *Needs Assessment; Surveys
IDENTIFIERS- Africa (West); *Togo

Responsibilities for the satisfactory functioning of schools rest with school executives. These responsibilities include managerial and leadership skills in planning, supervision and evaluation of instruction and personnel, critical decision making, morale building, and in-service program development. The purpose of this research is to ascertain which of these skills are perceived as missing and therefore most needed by education leaders in Togo. The findings indicate that most administrators are at a loss when it comes to supervision of programs and personnel, decision making, and conflict resolution mostly because there are no written guidelines for developing policies and procedures. On the contrary, teachers view the most important skills lacking among administrators to be resource agent, instructional planning, and inservice development. A remedial plan of action is suggested to match these perceived needs through inservice and continuing professional education programs for school executives. (Author/TE)

ED 258 518 HE 018 476

Ussery, Robert M.; Ballou, Leonard R.
NCAIR: Its Story. A History of the North Carolina Association for Institutional Research.
North Carolina Association for Institutional Research.
PUB DATE- Mar 85
NOTE- 170p.
AVAILABLE FROM- Office of Institutional Research, East Carolina University, Greenville, NC 27834 ($7.95 postpaid).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Role; *Educational History; *Higher Education; *Institutional Research; Meetings; *Professional Associations; Researchers
IDENTIFIERS- Bylaws; *Institutional Mission; North Carolina Assn for Institutional Research

The development and operations of the North Carolina Association for Institutional Research (NCAIR) are traced, with attention to specific meetings and activities. Events that led to the establishment of NCAIR are noted, including the work of the 1972-1973 planning committee. The association's mission is identified as: promoting professional development; providing for the dissemination of information and ideas; helping to advance postsecondary education; and fostering a cooperative spirit among institutional researchers. High points of each annual meeting during 1973-1978 are identified, including descriptive information about speeches and papers, along with title and author identification. Also covered are: the tenth and eleventh annual meetings, conferences (drive-ins) that are held between annual meetings, cooperation with other groups, special interest group series, the number of sessions since 1973, the locations of meetings, the number of visits to campuses, and NCAIR's leaders. Appendices include: excerpts from "Planning in North Carolina Higher Education and Its Impact on the Role of Institutional Research" (Allan J. Barwick); the NCAIR constitution and bylaws, information on drive-ins, 1976-1984; and an index. (SW)

ED 258 644 JC 850 357

Skills Fair '85: May 14-16, 1985. Guidelines and Information.
Fox Valley Technical Inst., Appleton, Wis.
PUB DATE- 85
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Awards; *College School Cooperation; *Extracurricular Activities; High Schools; *High School Students; *Job Skills; Technical Institutes
IDENTIFIERS- *Contests; *Skills Fairs

Designed for participants, instructors, and counselors, this booklet provides guidelines and information regarding the annual Skills Fair conducted by Fox Valley Technical Institute to provide junior and senior high school students with an opportunity to receive recognition for occupational skills acquired in their high school course work. Introductory material includes the skills fair schedule and general information on displays and live contests. Information is also presented on contests in the areas of business education, home and consumer sciences, marketing, natural resources, and trade and industry, including a contest description sheet with objectives, activities, judging criteria, materials needed, special preparations, and test information. (HB)

ED 258 362 EA 017 860

Educational Effectiveness: Curriculum Articulation.
Minnesota State Dept. of Education, St. Paul.
PUB DATE- 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *Core Curriculum; *Curriculum Design; *Curriculum Development; Curriculum Evaluation; Elementary Secondary Education; Horizontal Organization; *Instructional Design; *Integrated Curriculum; School Law; State Curriculum Guides; State School District Relationship; Vertical Organization
IDENTIFIERS- Minnesota; Minnesota School Effectiveness Program; North Central Association of Colleges and Schools

This module explicates the concept of curriculum articulation, one of the instructional characteristics of effective schools set forth in the Minnesota School Effectiveness Program. Curriculum articulation and organization describe the scope and sequence of a curriculum, as it relates to the goals that a school district has for its students. Following an extended definition and a brief research summary, a set of procedures and considerations for curriculum development is presented, based on the Minnesota Planning, Evaluation, and Reporting (PER) Law, and consistent with North Central Association (NCA) accreditation standards. Accordingly, an outline is presented of the revised PER legislation as amended by the 1984 Minnesota Legislature. The subsequent sections include suggestions on how the PER law can be effectively addressed with techniques and procedures that are also consistent with curriculum articulation and organization in five main areas: (1) curriculum planning and goal setting, (2) curriculum evaluation, (3) reporting to the public, (4) processes and procedures in curriculum, and (5) models of curriculum improvement plans. Four organizational resources are also listed and described, and a short bibliography is included. (TE)

ED 258 378 EC 172 747

Dykman, Roscoe A.; And Others

Reading Disabled and ADD Children: Similarities and Differences.

PUB DATE- Aug 84

NOTE- 35p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Attention Control; *Attention Deficit Disorders; Behavior Patterns; *Cognitive Processes; *Drug Therapy; Elementary Secondary Education; *Hyperactivity; Males; Neurological Impairments; *Reading Difficulties; Student Characteristics

This paper covers selected findings from three studies that compared different diagnostic groups: boys with attention deficit disorder (ADD) with or without hyperactivity (HY) but normal reading ability; boys with reading disability (RD) but not HY; and boys with both RD and HY. Studies examined an adapted task to assess frontal and temporal lobe function, the effects of methylphenidate dosage, and information processing. It is suggested that HY subjects' inability to sustain attention, their lack of effort to think and remember, their inability to suppress extraneous and distracting stimuli, and their aggressive or impulsive behavior indicate frontal-lymbic dysfunction, with probable deficits in the "wiring" of inhibitory connections. Findings also suggested that the central nervous system dimension of sensitivity appeared to be a better predictor of drug efficacy than diagnostic labels. RD Ss appeared more impaired in auditory than visual vigilance, with HY Ss demonstrating the opposite. Five figures and a reference list are appended. (CL)

ED 258 490 HE 018 398

Curby, Vicki M.
Analysis of an Academic Assistance Program's Success in Retaining Students. SAIR Conference Paper.
PUB DATE- Oct 84
NOTE- 17p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Little Rock, AR, October 24-26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Advising; *Academic Persistence; Basic Skills; *College Students; *Developmental Studies Programs; Higher Education; High Risk Students; Institutional Research; Mathematics Skills; Program Evaluation; Reading Skills; Remedial Instruction; Skill Development; Study Skills; *Tutoring; Writing Skills
IDENTIFIERS- SAIR Conference; *University of Missouri Columbia

An evaluation of an academic support program at the University of Missouri-Columbia is discussed. The Learning Center's support program provides assistance in writing, math, study skills, reading, science, and other subjects, as well as individual and small group tutoring. The Learning Center keeps computer records of each student's participation in the center's activities. Using files set up by the Office of Institutional Research, a study demonstrated the retention rates of users as compared to all undergraduates. A comparison of the fall to fall enrollment rates of program users to the overall campus figures verifies an enhanced retention rate for program users. Other studies have compared the academic achievement of participants and nonparticipants in help sessions. Analysis of variance was used to compare the test scores of participants in help sessions in two courses, economics and college algebra. For three consecutive semesters, a comparison was made of the scores on two exams taken during the term, the final exam, and total exam points. Generally, students who sought academic assistance were of lower ability but either performed on par with higher ability students or better than predicted. (SW)

The Impact of the New Information Technologies on Learning Processes in Formal Education.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

REPORT NO.- CERI/NT/84.10
PUB DATE- Jul 84
NOTE- 48p.; Contained in papers of the International Conference on Education and New Information Technologies (Paris, France, July 9-12, 1984), see IR 011 688.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Change Strategies; *Computer Assisted Instruction; Computer Software; *Educational Research; Educational Trends; Elementary Secondary Education; Equal Education; *Information Science; *Instructional Design; *Learning Processes; Mathematics Instruction; Programing; Reading Instruction; Writing Instruction
IDENTIFIERS- *Computer Uses in Education; LOGO Programing Language

Prepared for a 1984 Organisation for Economic Cooperation and Development (OECD) conference, this report focuses on issues and problems identified by research on the impact of the new information technologies on learning processes in formal education at the elementary and secondary levels. The impact of the new technologies is discussed in the context of the chronological, contextual, and topical organization of learning. The implications of these technologies for pedagogical approaches are discussed together with ways in which institutional systems could accommodate the changes in educational practices that would result from the application of the "new generation" of pedagogical approaches, which would reflect the move away from broad general theories to the development of specific approaches adapted to specific learning and specific learners. A discussion of some of the ways in which the issue of learning and the new technologies can be approached to establish working agendas for the future includes some likely alternatives, the work priorities that could emerge, and ways in which these could be met. It is argued that separate approaches could be developed on similar learning issues that would reflect the interests of cognitive science, the educational institution, and social and economic concerns. Criteria that could be used to select within approaches are then suggested, and the likely consequences of the integration of the new information technologies in education are discussed. A three-page bibliography concludes the document. (MBR)

ED 258 602 JC 840 010

Identification and Assessment of Learning Disabled Students at the California Community Colleges: Final Report.

Consortium for the Study of Learning Disabilities in the California Community Colleges.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 18 Oct 83
NOTE- 186p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ancillary School Services; Community Colleges; Diagnostic Tests; Eligibility; *Handicap Identification; *Learning Disabilities; State Surveys; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California

This report outlines the initial results of a study concerning the procedures and criteria used to identify learning disabled (LD) students and eligibility criteria of community college LD programs in California as mandated by the state legislature. First, an introductory section discusses the purposes of the report, background on LD research and guidelines, the initiation and purpose of the research project, project participants, and the problems addressed by the project. An overview of California community college LD programs is followed by a discussion of project goals and expected outcomes, indicating that the four project goals were: (1) to specify educationally relevant attributes and technically adequate instruments that differentiate learning disabled adults from other low-achieving adults; (2) to develop appropriate discrepancy/selection models to certify the presence of a learning disability in community college adults; (3) to determine the magnitude of discrepancy and/or cutoff levels necessary to verify a learning disability among community college students; and (4) to empirically validate the verifying properties (i.e., attributes, models, and cutoff levels) of a learning disability. The next sections discuss each of these goals in terms of pertinent activities, problems, resolutions, and products. The final sections provide a summary and recommendations for action. (LAL)

ED 258 630 JC 850 343

Phillips, Roy G.
Federal Support for Higher Education: A Position Perspective.
Miami-Dade Community Coll. District, FL.
PUB DATE- 85
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Community Colleges; *Educational Legislation; Educational Quality; *Federal Aid; *Financial Policy; *Financial Problems; *Financial Support; *Government School Relationship; *Higher Education; Retrenchment; School Support; *Student Financial Aid
IDENTIFIERS- *Florida

An analysis is provided of the role of the federal government in higher education and the kinds and level of financial support the federal government should provide. Introductory material reviews recent changes to the prevailing federal policy over the past 25 years and discusses the policy issues raised by current efforts to reduce the federal deficit. Section II offers a historical perspective on the federal role in higher education, focusing on Pell Grants, the Guaranteed Student Loan Program, campus-based aid, Trio programs, and other postsecondary education programs. Section III looks at the utilization of federal funds by Miami-Dade Community College (M-DCC). This section begins with an overview of enrollments and student characteristics at the college, followed by information on federally supported student financial aid, eligible financial aid applicants, and M-DCC's Talent Search Grant programs and participants. Section IV considers the impact of the Reagan Administration's budget cuts on access, choice, and the quality of higher education, focusing on the eroding value of student assistance, delays in the financial aid schedule, and the impact on institutions and the economy. Finally, section V states M-DCC's support for national policies that enhance equal access and quality education at each level of the educational hierarchy. Excerpts from the "Higher Education Agenda for the 99th Congress" and "1985 American Association for Community and College Colleges Public Policy Agenda" are appended. (HB)

ED 258 348 EA 017 846

Craig, James R.; And Others
Provisional Analysis as a Means to Improve the Use of Program Evaluation Data: An Investigation of Its Effectiveness Using an In-basket Simulation.
PUB DATE- Nov 81
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 1981).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; *Decision Making; Elementary Secondary Education; *Evaluation Methods; Evaluation Needs; *Evaluation Utilization; Evaluative Thinking; Information Utilization; *Program Evaluation; *Supervisory Methods
IDENTIFIERS- *Provisional Analysis

This investigation employed an in-basket simulation to assess the effect of provisional analysis on the use of evaluation data by program administrators in making program decisions. Sixty-five volunteers from graduate education courses and 52 volunteers from undergraduate educational psychology classes at Western Kentucky University were randomly assigned to two groups, only one of which experienced provisional analysis. Both groups then took part in an in-basket simulation where each person assumed the role of a newly appointed high school principal, receiving a letter from his or her superintendent that directed him or her to dismiss four of seven teachers due to declining enrollment. Analysis of the participants' decisions reflected no differences between those who had experienced provisional analysis and those who had not. The implication is that provisional analysis, as administered, does not affect the use of evaluation data in programmatic decision making by program administrators. Suggestions for future research are discussed. (Author/TE)

ED 258 429 EC 172 949

Gerlock, Elizabeth
Children with Handicaps: Transition from Preschool to School Programs.
PUB DATE- 85
NOTE- 19p.; Paper presented at the Meeting of the National Association of Social Workers (1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Attitudes; Demonstration Programs; *Disabilities; Early Childhood Education; Elementary Education; Public Schools; Teacher Attitudes; *Transitional Programs

The Tennessee Early Intervention Network for Children with Handicaps (TEINCH) examined problems in the transition from early childhood to elementary school programs. Surveys of administrators from public schools and preschools revealed helpful strategies (such as encouraging both preschool and school personnel to attend the child's individual educational plan (IEP) meetings and visits to possible school placements), as well as areas in need of change (such as better communication and coordination between public school and preschool personnel and more parent education). TEINCH obtained materials from demonstration projects across the country which have developed models for good transition practices. Brief summaries are offered, along with information from a TEINCH brochure containing checklists for administrators, sending and receiving teachers, and parents. (CL)

ED 258 446 FL 015 045

Ford, Mark L.
One Language for the United States? (Un Idioma para Los Estados Unidos?) CSG Backgrounder.
Council of State Governments, Lexington, Ky.
PUB DATE- Dec 84
NOTE- 12p.
AVAILABLE FROM- States Information Center, The Council of State Governments, P.O. Box 11910, Lexington, KY 40578 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Bilingual Education; *Bilingualism; *Federal Legislation; Language Usage; Minority Groups; *Official Languages; *Public Administration; Public Opinion; *Public Policy; Second Languages

The United States has become increasingly multilingual in recent decades, and while English is the most commonly spoken language, almost 11 percent of Americans prefer to speak another language at home. Bilingualism is promoted by governmental units at the federal, state, and local levels through a variety of programs, particularly in education and in the conduct of elections, but recent legislation has reduced the number of counties that must print bilingual ballots, and a backlash against bilingualism is occurring. The states, while required to abide by federal laws, can declare an official language and can urge Congress to repeal bilingualism laws. A pending federal constitutional amendment making English the official language of the United States would, if ratified, change federal policies regarding bilingual education and voting assistance. Proponents of the amendment argue that it is necessary for unity and consistency, both social and political, and opponents argue that it is unnecessary, would accomplish little, might foster disunity, and would deny to some a meaningful participation in the electoral process. Two organizations favoring and opposing the amendment are listed as sources of further information on the issue. (MSE)

ED 258 461 FL 015 089

The Journal of the Society for Accelerative Learning and Teaching. (Volume 5, Numbers 3 through Volume 6, Number 4).

Society for Suggestive - Accelerative Learning and Teaching, Des Moines, Iowa.

PUB DATE- 81

NOTE- 505p.

LANGUAGE- English

EDRS Price - MF02/PC21 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Academic Achievement; *Acceleration (Education); Classroom Environment; *Classroom Techniques; Cognitive Development; *Educational Psychology; *Educational Strategies; Elementary Secondary Education; Higher Education; Individualized Instruction; Intensive Language Courses; Learning Disabilities; *Learning Strategies; Music Activities; Neurological Organization; Relaxation Training; Scholarly Journals; Second Language Instruction; Self Esteem; *Suggestopedia; Teaching Methods; Tutoring

IDENTIFIERS- Silent Way (Gattegno); Suzuki Method

Numbers 3 and 4 of volume 5 and numbers 1 through 4 of volume 6 of the journal, spanning fall 1980 through winter 1981, include articles concerning the individualized study center; consciousness, psychology, and education; suggestive-accelerative learning and suggestopedia; creativity; brain lateralization; the Lozanov method; biofeedback and relaxation techniques; ERIC bibliographic information; learning disabilities; music in the classroom; foreign language instruction, including intensive instruction; morale building to facilitate learning; games; psychological modeling; experimentation with these methods with large groups; biogenics; the Silent Way method; the holographic nature of the reading process; use of undirected visual mental images; psychosynthesis in higher education; elementary spelling instruction; mental imagery in early cognitive development; intensive tutoring; and the Suzuki method and the suggestopedia. (MSE)

ED 258 476 FL 015 105

Reder, Stephen; And Others
A Study of English Language Training for Refugees. Public Report.
Northwest Regional Educational Lab., Portland, Oreg. Office of Research and Evaluation Services.

SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- Apr 84
NOTE- 77p.; For related documents, see FL 015 101-104.
CONTRACT- HHS-100-81-0066
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Asian Americans; Costs; Educational Quality; *English (Second Language); Financial Support; Language Proficiency; National Surveys; Program Administration; Program Design; *Program Effectiveness; *Refugees; Regional Planning; *Second Language Learning; *Second Language Programs; State Agencies; Student Characteristics

The final report of a study on the impact of English language training on adult Southeast Asian refugees in the United States summarizes the findings of the study's three phases, which include (1) a mail survey of local, regional, and state program administrators; (2) 22 program site visits and four community surveys; and (3) a six-month longitudinal study of refugees' English acquisition patterns. The report's introductory chapter outlines the study's background and methodology. The second chapter presents findings concerning program availability and participation (range of programs and services, costs and resources, individual refugee characteristics and previous language training, refugee employment, program exit, and barriers to participation). The third chapter discusses refugees' English language acquisition (effects of background characteristics, affective factors, program impact, and the relationship of work). Chapter four looks at the characteristics of English language instruction for refugees (teacher staff training and effectiveness, organization of instruction, and classroom instructional approaches and content). A final chapter presents the study's conclusions, and policy and program recommendations for federal and state resettlement administration, local program planning, curriculum and assessment materials development, and instruction. (MSE)

ED 258 560 IR 011 715

Pea, Roy D.; Kurland, D. Midian

Toward Cognitive Technologies for Writing. Technical Report No. 30.

Bank Street Coll. of Education, New York, NY. Center for Children and Technology.

SPONS. AGENCY- Alfred P. Sloan Foundation, New York, N.Y.

PUB DATE- Dec 84

NOTE- 50p.

GRANT- B1983-25

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)

DESCRIPTORS- Cognitive Development; *Cognitive Processes; Computer Oriented Programs; *Computer Software; Computer Storage Devices; Instructional Improvement; Microcomputers; Models; *Word Processing; Writing Difficulties; *Writing Instruction; *Writing Processes; Writing Research; Writing Skills

IDENTIFIERS- Videodiscs

This paper synthesizes some of the many ideas and issues pertaining to research on the development of writing skills, and on creating new technologies for writing. Such technologies include computer-based production tools, videodiscs, and other mass storage technologies with potential for knowledge storing and structuring. The discussion also explores how these technologies help link the creative powers of the human mind, particularly in relation to the writing process, with the symbolic powers of the computer. Specific topics include: (1) goals for writing development; (2) historical background of computer writing tools; (3) cognitive science and writing development; (4) novice writers: children vs. adults; (5) future prospects of cognitive writing technologies; (6) local writer-related issues; and (7) the broader issues of society, schools, and family. The report also addresses the problems of software designers in generating writing tools that will be qualitatively better than those that are currently available, and concludes with an extensive bibliography. (JB)

ED 258 589 IR 051 186

Oliver, Jim

Magical Mysteries. Texas Reading Club, 1984. A Librarian's Planning Handbook.

Texas State Library, Austin. Dept. of Library Development.

PUB DATE- 84
NOTE- 101p.; For related documents, see ED 188 639, ED 219 069, and IR 051 185.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Childrens Literature; Commercial Art; Elementary Education; Fantasy; Information Sources; *Library Services; Preschool Education; *Program Development; Program Guides; *Publicity; Public Libraries; Scripts; State Programs
IDENTIFIERS- Clip Art; *Magic; *Mysteries (Literature)

Designed to encourage library use by Texas youth, the Texas Reading Club programs usually include a structured reading program and a variety of entertaining literature-related storyhours, puppet shows, films, and other attractive happenings. This handbook for the 1984 theme--"magical mysteries"--focuses on mysteries, magic, and adventure stories, although some fantasies are included in which the main characters are magical. Guidelines are provided for planning goals and objectives; evaluation; resources (materials and personnel); rules and requirements; and programs (personnel, space, intended audience, and community resources). Suggestions for publicizing the program include sample publicity releases. Low budget ideas for programs and activities include the mysteries of weather, television, and fingerprinting; secret codes and messages, "private eye-Q"; a riddle day; a mythical beasts workshop; a mystery race; costume parties; a magical mystery box; storytime programs; magic shows; film programs; and puppetry. Resources provided include storytime suggestions; sources of information on magic supplies and magicians; a script for a puppet show; clip art, games, and puzzles; and a bibliography of program-related books for children from preschool through elementary school age. (BBM)

ED 258 645 JC 850 358

Alaska Statewide Plan for Postsecondary Education, 1986-1990: A Draft for Public Comment. Volume I.
Alaska State Commission on Postsecondary Education, Juneau.
PUB DATE- Jul 85
NOTE- 111p.; For a related document, see JC 850 359.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Accountability; Community Colleges; Cost Effectiveness; *Educational Objectives; *Educational Planning; Educational Quality; *Postsecondary Education; Rural Education; State Universities; *Statewide Planning
IDENTIFIERS- *Alaska

This report, the first statewide master plan for postsecondary education in Alaska, outlines strategies and recommendations to achieve the following planning goals: (1) promote excellence to improve educational service; (2) enhance accountability of the educational process; (3) foster efficiency within the enterprise; and (4) improve access to those citizens who desire postsecondary education. Following an executive summary of goals and strategies, an introductory section traces the growth of postsecondary education in Alaska, discusses the dilemma of declining revenues, explains the master planning process and the goals of the master plan, and discusses the organization of the report. Chapter I explains the underlying assumptions about the planning period from 1986 to 1990, including rapid rates of population growth in selected areas, the continued availability of the Alaska Student Loan Program, increasing enrollments at the University of Alaska, declining state funding for education, and growth in the coal, mining, fishery, and tourism industries. Chapter II looks at the present state of postsecondary education in Alaska, identifying all existing institutions by type. Chapter III provides a brief overview and explanation of each goal of the master plan, and chapter IV presents the strategies for attaining each goal. (AYC)

ED 258 659 JC 850 374

Weiler, Daniel; And Others
A Study of California's Community Colleges. Volume 1: Summary and Conclusions. Volume 2: Findings.
Berman, Weiler Associates, Berkeley, CA.
SPONS. AGENCY- California Roundtable, San Francisco.
PUB DATE- Apr 85
NOTE- 230p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; College Programs; *Community Colleges; Educational Assessment; *Educational Finance; *Governance; Job Training; Remedial Programs; State Surveys; *Transfer Programs; Two Year Colleges; Two Year College Students; *Vocational Education
IDENTIFIERS- *California Community Colleges

A study was conducted to investigate key aspects of community college operations in California and to provide a broad assessment of college programs and services. The study investigated questions related to finance and governance; student and faculty characteristics; and the colleges' transfer, vocational, and remedial education programs using the following information sources: interviews with almost 400 respondents at 33 community colleges; a review of available data and literature; discussions with expert panelists; an opinion survey conducted among a broad cross-section of knowledgeable observers; and interviews with selected community college leaders, academic and government agency experts, and members of the Sacramento policy community. Study conclusions indicate that: (1) community colleges are unusually flexible institutions with the capacity to adapt quickly to local needs; (2) they have many effective, and some outstanding programs and for the most part a competent and dedicated professional staff; (3) they have a long tradition of commitment to educational opportunity for all students; (4) their problems include transfer programs that need improvement, weak counseling and assessment programs, programs of special assistance for underprepared minorities that could be improved, vocational programs that emphasize specific skill training at the expense of broader competencies, no common standards for remedial courses and requirements, and faculty that could be more effective; (5) obstacles that prevent community colleges from utilizing their strengths effectively lie in the governance process, state finance formulas, uncertain funding levels, wide variation in academic standards, inefficient personnel rules, weak intersegmental coordination, and inadequate evaluation data. (AYC)

ED 258 687 PS 014 986

Grant, James P.
The State of the World's Children, 1985.
United Nations Children's Fund, New York, N.Y.
REPORT NO.- ISBN-0-19828496-9
PUB DATE- 85
NOTE- 142p.
AVAILABLE FROM- Oxford University Press, Humanities and Social Sciences, 200 Madison Avenue, New York, NY 10016 Hardcover--ISBN-0-19-828497-7, $19.95; Paper--ISBN-0-19-828496-9, $6.95).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Birth Rate; *Children; Community Health Services; Demography; *Developing Nations; Diseases; Economic Status; Family Planning; Foreign Countries; Global Approach; Health; Health Personnel; *Health Programs; Immunization Programs; Marketing; *Mothers; Nutrition; Parent Education; *Poverty; Social Change; Tables (Data)
IDENTIFIERS- Mortality Rates; *UNICEF

In the last 2 years, the State of the World's Children report has drawn worldwide attention to the fact that four simple and low-cost methods could enable parents to halve the rate of child deaths and child disability in the developing world. Part I of this year's statement reports on the progress of these strategies in different parts of the world and within the contexts of the child survival revolution, a minimum "safety net" of health and nutrition, implementation of child survival techniques, synergystic effects of intervention, dissemination of technologies and information, community health workers, support for mothers, and changing ideas about what are to be considered "normal" health risks confronting children. Part II brings together summaries of the latest research and writings on the low-cost methods. Contents focus on growth monitoring, oral rehydration therapy, breastfeeding, immunization, education of women, family spacing, and food supplements. Part III provides statistical information for all nations, including figures on nutrition, health, education, population, and economic progress. Facts involving basic indicators, nutrition, health, education, demographic indicators, economic indicators, and basic indicators for less populous countries are reported. Statistical tables list the nations of the world in order of their child survival rates. (RH)

ED 258 716 PS 015 198

West, Betsy E.
Culture before Ethnicity.
PUB DATE- Oct 84
NOTE- 24p.; Paper presented at the Mini-Conference of the Association for Childhood Education International (October 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; *Cultural Differences; *Cultural Influences; Delay of Gratification; Early Childhood Education; Environmental Influences; Ethnicity; Ethnic Stereotypes; Language Patterns; Social Class; Social Values; *Student Characteristics; *Teacher Attitudes; Teacher Characteristics; *Teacher Responsibility; Time Perspective
IDENTIFIERS- Culturally Different Students; *Similarity of Experience

Cultural traits related to experiences of specific ethnic, religious, or racial heritages have received much attention in recent years. There are several broader cultural influences, however, which apply to children of several cultural groups and to teachers. These broader cultural influences color teachers' interpretations of students' behaviors and attitudes and deserve attention before and beyond attention to ethnic influences. The relative value placed on individualism and competition versus group loyalty and cooperation, the influence of locale or place of residence, and, importantly, the influence of social class are such broader influences. Student teachers frequently misinterpret as racial or ethnic those behaviors and attitudes which are in fact determined by social class. Important social class differences exist in attitudes and behaviors related to promptness, orientations toward present and future time, delayed gratification, the idioms and connotations of language, and tolerance for background noise and crowding, all of which have implications for effective instruction. The successful teaching of values unlike the cultural values students are used to requires that teachers understand why their own and their students' values differ. But, when information about the cultural background of a particular group is gained, care must be taken not to assume that all children of that group are alike or necessarily share the typical characteristics of the group. (RH)

ED 258 731 PS 015 260

Clarke-Stewart, Alison
What Day Care Forms and Features Mean for Children's Development.
PUB DATE- May 85
NOTE- 14p.; Paper presented at the Meeting of the American Association for the Advancement of Science (Los Angeles, CA, May 26-31, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; Comparative Analysis; *Day Care; Early Childhood Education; *Family Day Care; Family Influence; *Individual Development; Interpersonal Competence; *Nursery Schools; Outcomes of Education; *Preschool Children; *Quality of Life; Toddlers
IDENTIFIERS- *Babysitters

A sample of 80 families with a 2- or 3-year-old child in day care in one of four popular forms (baby sitter in the child's own home, family day care, part-time nursery program, and full-time day care center program) participated in a study of the effects of forms of care on children's development. Parents and caretakers were interviewed, and observations were made of children's physical and social environments. Findings of these investigations revealed differences in the quality of life provided by the different forms of care. Each child was then observed in and out of the home setting and was administered standardized tests. Data suggested eight measures reflecting developmental competencies: autonomy, social reciprocity with mother, social knowledge, sociability with adult stranger, sociability with an unfamiliar peer, negative behavior to peer, social competence at home, and cognitive ability. Different day care forms were found to be associated with patterns of competence in the children exposed to them. For example, the educational orientation of the nursery school was reflected in advanced cognition and adult-oriented competence, whereas children with untrained sitters in their own home excelled in no domain of competence. Relationships in the data were further analyzed to explore how behavior of individual children was related to features of in-home and center programs. Evidence was found that, while day care programs had some direct effects on development, they clearly were not operating alone. (RH)

ED 258 395 EC 172 915

Gall, Robert S.

Keys to the World: A Brief Examination of Microcomputer Technology for Telecommunications.

PUB DATE- Feb 85
NOTE- 55p.; Paper presented at the Annual Convention of the Association for Children and Adults with Learning Disabilities (22nd, San Francisco, CA, February 20-23, 1985). Poor type will affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Software; *Disabilities; Elementary Secondary Education; Information Networks; *Microcomputers; *Rural Areas; *Telecommunications; *Telephone Communications Systems
IDENTIFIERS- *Rural Special Education Outreach Project

The paper examines several applications of telecommunications processes with handicapped persons, specifically telephone-based data communication systems. The functions of computer components--a microcomputer, modem, printer, and software--are described in terms of communication efficacy. Commercially available information bases are noted, as is the function of the Rural Special Education Outreach Project of the University of Lethbridge (Alberta, Canada). RSEOP is a customized bulletin board system featuring such telecommunications applications as electronic mail; consultation services between participants, university personnel, and the information utilities; and electronic conferencing between system participants. Hardware components of the RSEOP are described. Problems associated with microcomputer telecommunications are noted, including difficulties over equitable access and an anti-innovation stand commonly found in the professional education community. Projections for RSEOP to expand into reflexive communication, preschool intervention, and precision teaching are considered. (CL)

ED 258 411 EC 172 931

Collins, Eleanor M.; Watts, Janine A.

Audio-Visual Resources Related to Family Interaction with a Handicapped Member. An Annotated Bibliography.

Minnesota Univ., Duluth.
PUB DATE- 85
NOTE- 20p.; Developed by the Department of Child and Family Development.
AVAILABLE FROM- Department of Child and Family Development, Montague Hall 120, Box EC, University of Minnesota-Duluth, Duluth, MN 55812 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Audiovisual Aids; *Disabilities; Family Attitudes; Family Environment; *Family Relationship; Foster Family; *Parent Child Relationship

This annotated bibliography lists 78 selected audiovisual resources (film, filmstrip, or video formats) in the general topic area of family interaction with a handicapped member. Sources older than 1970 are not included. Each listing provides information on length, format, audience, method of acquisition (rent or purchase, and price), source, and a brief description of content. A reference key and complete names, addresses, and telephone numbers of sources are appended. (Author/CL)

ED 258 673 JC 850 388

Shirazi, Annmarie

Report on the Summer 1983 Alternate Work Schedule. Research Monograph III.

Oklahoma City Community Coll., OK.
PUB DATE- Dec 83
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Employee Attitudes; Questionnaires; *Scheduling; School Surveys; *Summer Programs; Two Year Colleges

In summer 1983, Oklahoma City Community College (OCCC) shortened its operating hours on an experimental basis. The building was open Monday through Thursday from 7:00 a.m. to 10:30 p.m. and a half day on Friday, while instructional areas were open for the most part only Monday through Thursday. A committee was established in July to monitor and study the effects of the scheduling in terms of cost factors, student success indicators and attitude, and employee attitude and sick leave usage. The committee's findings included the following: (1) there was no significant difference in student completion rates across the past four summers; (2) 86% of the students were enrolled in one or two classes, with an even distribution of day and evening classes; (3) the elimination of Friday classes affected only 19.4% of the respondents; (4) negative student comments dealt with difficulties getting to the Testing Center and labs; (5) 25% of the students felt the shortened schedule had a positive effect on their success, study time, and commuting, while 68.1% said it had no effect at all; (6) college administrators identified twice as many benefits as problems with the scheduling; (7) faculty members were not seriously affected by the schedule; (8) classified employees indicated they had some problems with tiredness and illness due to the long hours, though sick leave figures did not show significant differences from the previous summers; and (9) there was a significant reduction in electrical usage. The study found no major difficulties with the summer schedule and some major benefits. (AYC)

ED 258 702 PS 015 132

Hill, Brent Mathews
Effective Child Guidance: An Educator's Guidebook.
PUB DATE- 83
NOTE- 104p.; Developed as part of a practicum, Nova University. For related documentS, see PS 015 131 and PS 015 254.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Agency Cooperation; Bibliotherapy; Consultation Programs; *Elementary School Teachers; Elementary Secondary Education; *Emotional Problems; *Guidance; Guidelines; Humanistic Education; Inservice Teacher Education; Intervention; Mental Health; Mental Health Programs; Preschool Education; Prevention; Psychoeducational Methods; *Secondary School Teachers; Stress Management; Stress Variables; *Student Needs; *Teacher Role

This guidebook is designed to assist educators in becoming more effective child guidance leaders within the school system. Sections discuss the following areas: (1) indicators of current emotional problems; (2) children's common emotional problems, including fears, separation and loss, misbehavior motivations, aggressiveness, stealing, lying, shyness, hyperactivity, hospitalization anxiety, wetting and soiling, and childhood sensuality; (3) predictors of future emotional problems; (4) affective education, specifically considering the DUSO (Developing Understanding of Self and Others) curriculum, "magic circles," classroom meetings, and the building of an affective education program; (5) relaxation training and guided imagery; (6) the role of the mental health professional; (7) guidance activities such as the Georgia Comprehensive Guidance Series, primary guidance activities, role playing, bibliotherapy, and the five faces technique; and (8) professional stress. Aspects considered under this heading are: the relationship between education and stress; dealing with stress; identifying sources of stress; physical needs; relaxation training; time management; support systems; and rethinking in the areas of nonassertiveness, conflicts, and illogical thought patterns. The guidance activities section of the manual includes a list of materials useful for bibliotherapy in the areas of capabilities, death, differences, divorce, cooperation, emotions, fears, family concerns, handicaps, medical concerns, school, and shyness. Illustrative guidance activities are appended. (RH)

ED 258 745 RC 015 306

Karon, James P.

Maintaining Comprehensive High School Programs in a Time of Declining Enrollment.

PUB DATE- 23 May 85
NOTE- 25p.; Paper presented at the "Small Schools Conference" (Bristol, RI, May 23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Education); *Curriculum Development; Declining Enrollment; *Delivery Systems; Educational Cooperation; *Educational Strategies; Educational Technology; *High Schools; Interdisciplinary Approach; Program Content; Rural Education; *Secondary Education; *Secondary School Curriculum; *Small Schools; Teaching Methods
IDENTIFIERS- *Rhode Island

Using information from relevant literature and recent surveys and interviews with administrators of many of Rhode Island's smaller school districts, the report identifies options/strategies which may be useful in counteracting the potential adverse effects that low, or significantly declining, enrollments may have on the comprehensiveness of a district's high school program. The options are grouped into four tables which include the perceived advantages/disadvantages of each approach and comments relevant to Rhode Island schools. Table 1 outlines nine "in-house" options for maintaining a broad curriculum: expanded grade range, combined related courses, alternate-year offerings, multiple certification of teachers, interdisciplinary courses, increased student course load, innovative instructional delivery, independent study, and flexible minimum enrollment policies. Table 2 presents five options for using business, cultural, and postsecondary education resources to maintain a broad curriculum: use of community resources, correspondence courses, expanded school mission, concurrent high school and postsecondary enrollment, and early college enrollment. Table 3 describes seven inter-district cooperative strategies and regionalization as curriculum maintaining methods: cross-registration, joint program offerings, specialized regional schools/agencies, itinerant teachers, tuition/voucher arrangements, support function cooperation, and consolidation/regionalization. Table 4 covers application of three new technologies to maintain a broad curriculum: taped or "over-air" instructional television, computer-assisted instruction, and interactive telecommunications. (NEC)

ED 258 363 EA 017 861

School Effectiveness: Cooperative Learning Groups
Minnesota State Dept. of Education, St. Paul.
PUB DATE- 85
NOTE- 169p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Cooperation; Discussion Groups; Elementary Secondary Education; Group Behavior; Group Dynamics; *Group Instruction; Interaction; *Learning Strategies; Peer Influence; Student Needs; *Teaching Methods
IDENTIFIERS- *Cooperative Learning; Minnesota School Effectiveness Program

Cooperative learning is a generic classroom technique that requires students to work and talk together about academic material while learning effective interpersonal skills. This packet, prepared in conjunction with the Minnesota School Effectiveness Program, describes the benefits of cooperative learning and defines its critical attributes, summarizes recent research in this area, and provides suggestions for implementation, selected readings and audiovisuals, and a short bibliography. Instrumentation is also provided for (1) classroom visitations to increase a teacher's skillful and deliberate use of cooperative learning strategies, and (2) school-level assessment of the use of cooperative learning groups. Also included are excerpts from a handbook entitled "Structuring Cooperative Learning Experiences in the Classroom" (Minneapolis: Cooperative Learning Network, 1982), providing samples of cooperative lessons that can be conducted at the primary, intermediate, junior high, and high school levels. Finally, three papers by David W. Johnson and Roger T. Johnson of the University of Minnesota are included: (1) "The Socialization and Achievement Crisis: Are Cooperative Learning Goal Interdependence"; and (3) "Cooperative, Competitive, and Individualistic Goal Interdependence"; and (3) "Cooperative, Competitive, and Individualistic Learning." (TE)

ED 258 379 EC 172 748

Prusso, Kenneth W.; And Others

Status Report of the Learning Disabilities Program Characteristics of Students and Practices, 1983-1984. Report No. 8431.

Philadelphia School District, Pa.

PUB DATE- May 84

NOTE- 102p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Demography; Elementary Secondary Education; Eligibility; *Handicap Identification; *Learning Disabilities; Parent Attitudes; School Psychologists; *Student Characteristics; Teacher Attitudes

IDENTIFIERS- Pennsylvania (Philadelphia)

The study examines data on the current LD (learning disability) population in the School District of Philadelphia. Data were drawn from files of demographic and achievement figures, individual special education files, and interviews with psychologists, instructional advisors, parents, and teachers. Findings are presented in terms of four major topics: demography (proportion of students by age, distribution by race and sex, attendance data); selection practices and characteristics of LD students (summary of interviews, identification characteristics); characteristics of LD students (initial screening checklist, students' feelings of responsibility for achievement); and parent responses from mail and telephone surveys. Among findings are that the LD population is increasing rapidly, the largest proportion by age tends to be concentrated at the junior high level, specific criteria for LD were generally absent, differences in degree of inappropriate behavior could account for differences in full time and resource room assignments for elementary students; and parents were quite favorably disposed toward the LD program. Appended are sample comments on students recommended for special education by school personnel in eight districts and summaries of interviews with psychologists and instructional advisors. (CL)

ED 258 505 HE 018 415

Lee, Valerie

Access to Higher Education: The Experience of Blacks, Hispanics and Low Socio-Economic Status Whites.

American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.

PUB DATE- May 85
NOTE- 63p.
AVAILABLE FROM- American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, Washington, DC 20036-1193.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Access to Education; *Black Students; *College Attendance; College Students; College Transfer Students; Cubans; Grade Point Average; Higher Education; *Hispanic Americans; Latin Americans; Longitudinal Studies; Low Income Groups; Mexican Americans; Puerto Ricans; Racial Differences; Sex Differences; *Socioeconomic Status; Student Attrition; Two Year Colleges; *White Students

Characteristics of Blacks, four Hispanic groups, and low/high socioeconomic status Whites are examined with attention to their access to higher education. The data source is the first followup of 1980 high school seniors from the "High School and Beyond" (HS&B) survey. The four Hispanic groups are Mexican Americans, Cubans, Puerto Ricans, and other Latins. Profiles of each group are presented initially, after which attention is directed to: sex differences, within subgroupings, for high school and college activities; a comparison of two- and four-year students; students who attended college but transferred or withdrew; high-ability students as measured by 1980 HS&B achievement test; and sex differences among Black students. Students who indicated that they had applied to college in their senior year of high school but were not enrolled 2 years later are compared to students who did not apply to college, and to students who were attending college 2 years after high school. Data are included on: percentages of 1980 high school seniors who took more than 1 year of college courses, by subject area and sex; percentages majoring in technical fields in college; differences between groups in social class in regard to high school achievement; years of high school mathematics and science; and high school and college grade point average. (SW)

ED 258 519 HE 018 477

Presley, Jennifer
Enrollment Trends in Connecticut Higher Education and Revised Projections to 2000. Research Report R-4-85.
Connecticut State Board of Higher Education, Hartford.
PUB DATE- Jun 85
NOTE- 40p.; Printed on colored paper. Tables contain small print.
AVAILABLE FROM- Connecticut Department of Higher Education, 61 Woodland Street, Hartford, CT 06105.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Groups; College Attendance; *College Students; Community Colleges; *Enrollment Projections; *Enrollment Trends; Full Time Students; Higher Education; *High School Graduates; In State Students; Out of State Students; Part Time Students; *Population Trends; Prediction; Private Colleges; Sex; State Colleges; State Surveys; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Connecticut; Connecticut State University System; University of Connecticut

Current enrollment trends for Connecticut higher education are identified, along with enrollment projections to 2000, based on revised state population estimates. Also covered in narrative and statistical sections are: population trends, Connecticut high school graduation trends, and enrollment projections by type of institution. Enrollment trends are also detailed by gender, residence status, age distribution, level, and part-time/full-time status, as well as for specific colleges. Generally, full-time equivalent enrollment is expected to decline 8 percent by 1990, an additional 8 percent between 1990-1995, and another 2 percent until 2000. The number of 18-24 year olds will continue to decrease through most of the 1990s, and the number in the 25-29 year age group will grow during the 1980s but decline during the 1990s. The proportion of Connecticut high school graduates going on to college is increasing, reaching approximately 62 percent in 1983. Additional trends include: in fall 1984, 62 percent of Connecticut college students were enrolled in the public sector; a drop in enrollment of older persons seemed linked to high employment in the state; and about 82 percent of all enrolled students are Connecticut residents. Information on the undergraduate enrollment projection methodology is appended.(SW)

ED 258 533 HE 018 491

Henk, William A.; Stahl, Norman A.
A Meta-Analysis of the Effect of Notetaking on Learning from Lecture. College Reading and Learning Assistance Technical Report 85-05.
Georgia State Univ., Atlanta.
PUB DATE- May 85
NOTE- 15p.; Paper presented at the Annual Meeting of the National Reading Conference (34th, St. Petersburg Beach, FL, November 20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Instruction; Educational Research; *Encoding (Psychology); Higher Education; Learning Processes; Lecture Method; *Meta Analysis; *Notetaking; *Recall (Psychology); *Review (Reexamination)

The usefulness of taking notes to enhance recall was assessed, based on reviewing the research literature using the techniques of meta-analysis. Meta-analysis allows for both the computation of the strength of an effect within studies and the determination of mean effect sizes averaged across related studies. Fourteen studies that maintained notetaking versus non-notetaking (listening) group comparisons were examined, along with seven studies that included a group that took notes and mentally reviewed notes and another group that took no notes but reviewed the lecturer's full notes. Specifically, the following research questions were addressed: whether the process of taking notes in itself aids recall; and whether reviewing one's notes aids recall. Results indicated that the process of taking notes in itself does little to enhance recall performance (encoding hypothesis), but that permitting students to review their own notes (external storage hypothesis) clearly results in superior recall achievement. The control group for nearly half the studies had access to the lecturer's full notes. While the control group had 100 percent of the possible test information available to them, the notetaking groups almost surely had less information at their disposal. Problems with meta-analysis are identified. References and a master list of Georgia State University reading and learning assistance technical reports are appended. (SW)

ED 258 575 IR 051 171

ALA Standards Manual.

American Library Association, Chicago, IL. Committee on Standards.

PUB DATE- 83
NOTE- 28p.
AVAILABLE FROM- American Library Association, 50 E. Huron Street, Chicago, IL 60611.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Guidelines; *Information Sources; *Layout (Publications); *Library Associations; Library Instruction; Library Services; *Library Standards; Library Technical Processes; Needs Assessment; Organizations (Groups)
IDENTIFIERS- Library Procedures; Style Guides

This American Library Association (ALA) policy statement and procedure manual is intended for use in the preparation of all standards issued by ALA and its component units to insure coordination of format and correlation of content of ALA standards. A brief discussion of the purpose of standards is offered, followed by definitions of four types of standards relevant to libraries, i.e., service or performance, technical, procedural, and educational. Sources of standards are cited and described, including ALA, the American National Standards Institute (ANSI), and the International Organization for Standardization (ISO). A discussion of how standards come into being covers the identification of needs, research and data gathering, consultation, and determination of scope and format. Procedures for developing standards are then described in some detail. Elements include the authority of the division to develop standards; consultation with interested and affected parties; liaison with the Committee on Standards; terminology; content of standards and guidelines; and style. Titles of four current ALA standards are provided for the purpose of illustration. (BBM)

ED 258 617 JC 850 309

Portolan, Janet S.
Practical Oral Communication: Speech 50.

PUB DATE- Mar 85
NOTE- 22p.; Graduate seminar paper, University of California at Los Angeles.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication Skills; Community Colleges; *Course Content; Course Descriptions; *Course Objectives; Language Skills; Speech Communication; *Speech Instruction; Two Year Colleges

This course description presents information on Speech 50, Practical Oral Communication, a course offered at Fullerton College and designed to provide two-year college students with basic communication skills for use in everyday situations. Introductory material provides basic information on the course; the major course goals and long-range objectives; and the materials of instruction used. Next, the content of the seven units of the course are described: (1) the Self in Communication; (2) the Process of Perception; (3) the Channels of Communication; (4) Interpersonal Problem-Solving; (5) Small Group Communication; (6) Interviewing; and (7) Public Communication. Each of these sections includes an introduction to the unit; a statement of the goals of the unit; planned activities; and measurable objectives to test the students' understanding of the unit. Finally, information is provided on evaluation of students, course revision, and student success. (HB)

ED 258 412 EC 172 932

Serwatka, Thomas S.; Fetsko, Paul H.
Math Computation and Spelling Achievement of Deaf Children with Deaf Parents and Deaf Children with Hearing Parents.
PUB DATE- 83
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adolescents; *Deafness; *Mathematics Achievement; *Parenting Skills; *Parent Role; Secondary Education; *Spelling

This study compared the test performance of deaf students with deaf parents (DS/DP) and deaf students with hearing parents (DS/HP) in math computation and spelling, two areas which appear to be least related to the development of abstract language. The Math Computation and Spelling subtests of the Stanford Achievement Test were administered to 10 DS/DP and 10 DS/HP (ages 15 to 17) enrolled at the Florida School for the Deaf, all of whom had hearing losses of 70 db or greater in the better ear. Standard scores for both subtests were compared using a dependent t-test. Results indicated that DS/DP performed significantly better on the Spelling subtest ($p<.05$) than did DS/HP. The difference in performance on the math computation subtest was not statistically significant. These and similar research findings are discussed in light of the suggestion that parenting practices of deaf parents may contribute to the higher achievement levels of their children. Practices cited include acceptance of the child's deafness, time devoted to parenting, provision of a role model leading to higher self-esteem for the child, and amount of communication between parent and child. (JW)

ED 258 491 HE 018 399

Kitabchi, Gloria; Benjamin, Kathleen

Factor Analysis of Evening Student Needs: Implications for Planning. SAIR Conference Paper.

PUB DATE- Oct 84
NOTE- 38p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Little Rock, AR, October 24-26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Development; Community Colleges; Continuing Education; *Enrollment Influences; *Evening Students; Factor Analysis; Higher Education; Individual Development; Institutional Research; School Schedules; Skill Development; Student Attitudes; Student Employment; *Student Needs; Teaching Methods; *Two Year College Students
IDENTIFIERS- SAIR Conference; *Shelby State Community College TN

The needs of evening students at Shelby State Community College campuses were surveyed in 1984, with attention to reasons for continuing one's education, employment status, preferred class times, and preferred teaching formats. Sixty-five questions were included dealing with students' perceived personal, academic, and career development concerns. Major reasons for enrollment were: to become better educated, general self-improvement, to obtain a higher degree, personal satisfaction, and to increase income. About 75 percent were employed, with about 58 percent working on a full-time basis and 16.5 percent working on a part-time basis. Additional findings include: 74.2 percent preferred evening classes; 41.9 percent preferred the traditional lecture format; and 43.8 preferred either small group discussion or self-paced study. Factor analysis was conducted on 65 need items for 941 students who completed all the items. Four factors explained more than 50 percent of the total variance: need for personal development and self-improvement, need for academic skill improvement, need for career development skills, and need for understanding social issues and individual differences. A list of the 65 needs and student ratings for each need are included, along with information on the 10 significant need factors. (SW)

ED 258 547 IR 011 698

Education and New Information Technologies: Overall Trends and Issues.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
REPORT NO.- CERI/NT/84.11
PUB DATE- Jul 84
NOTE- 15p.; Contained in papers of the International Conference on Education and New Information Technologies (Paris, France, July 9-12, 1984), see IR 011 688.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Computer Literacy; *Computers; Developed Nations; Economic Factors; *Educational Change; *Educational Development; Educational Trends; *Information Science; Needs Assessment; *Policy Formation; Research Needs; Sociocultural Patterns; Teacher Education; Teacher Role; *Technological Advancement
IDENTIFIERS- *Computer Uses in Education

This synthesis of the main trends and issues in the use of the new information technologies in education is based on background reports prepared for an Organisation for Economic Cooperation and Development (OECD) conference held in 1984. Topics discussed include: (1) the challenge posed by the educational potential of the new technologies and factors that will influence the response of education to this challenge; (2) the roles and responsibilities of member countries as they respond to the new information technologies, including national policy formation, policy objectives and priorities, industrial development links, and economic concerns; and (3) outcomes of educational policy and grassroots developments, including hardware/software use and variation in use by schools, computer science in the curriculum, impact of the technologies on learning, teacher roles and teacher training, and societal use patterns. An agenda for future work which is suggested to help education face the challenge of the new information technologies addresses such issues as the need for more hardware and software, the need for more evaluation data, the prevention of educational inequalities, and the importance of careful and coordinated policy planning. (MBR)

ED 258 603 JC 840 213

McGrath, Dennis; Spear, Martin
A Review of "Literacy in the Open-Access College."
PUB DATE- Mar 84
NOTE- 11p.; For the book under review, see ED 237 125.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Basic Skills; Book Reviews; *Community Colleges; *Curriculum Development; Educational Assessment; *Educational Objectives; *Literacy; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Literacy in the Open Access College

A review is provided of "Literacy in the Open-Access College," by Richardson, Fisk, and Okum, from the perspective of community college practitioners involved in curriculum reform. First, introductory information is presented about "Literacy in the Open-Access College," an analysis based on a 3-year ethnographic study of a typical college within a large, multi-campus community college system. The study found that the traditional role of written language in the intellectual formation of students has dropped away without any equivalent form of communication being substituted in the curriculum. The community college, according to Richardson et al, is structured to promote "bitting" (i.e., the use of reading and writing to understand or produce fragmented language when the student is presented with specific external cues) as opposed to "texting" (i.e., the use of reading and writing to comprehend or compose connected language). As such, the college will inevitably produce students with restricted literacy skills who are socialized to conceive of education as a series of experiences in which they are to memorize discrete bits of information. Other topics of the book that are highlighted include: (1) the relationship of the nature of classroom behavior to broad district-level policy decisions; (2) the relationship of classroom practices with the ongoing negotiations taking place between faculty and students; and (3) the downward renegotiation of norms of literate activity. Next, the paper takes issue with the book's conclusions with respect to "bitting" or "texting" policy alternatives, arguing that an understanding of the trend toward "bitting" in curricula should be based on an analysis of how the culture has come to represent education to itself and how that conception has become embedded in society's institutions; and suggesting methods of reconceptualizing the functions of education to truly democratize higher education. (HB)

ED 258 631 JC 850 344

Moody, George V.; And Others
Mississippi Public Junior Colleges: Statistical Data, 1983-84.
Mississippi State Dept. of Education, Jackson. Div. of Junior Colleges.
PUB DATE- 84
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Ancillary School Services; Degrees (Academic); *Educational Finance; *Enrollment; Expenditures; Income; *Institutional Characteristics; Salaries; *School Personnel; State Aid; State Surveys; *Student Characteristics; Student Costs; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *Mississippi

Statistical data for 1983-84 are provided in this report concerning enrollments, finances, personnel, and services within Mississippi's 15 public junior college districts. After introductory material briefly provides an overview of the state's junior college system, the schedule of meetings of the Mississippi Public Junior Colleges Board of Trustees for 1983-84 is presented. Next, tables offer data on enrollment by class and sex for in-state and out-of-state students; enrollments by college and campus of full- and part-time, day and evening students; and a summary of degrees granted by college, graduate's sex, and degree of certificate awarded. Tables focusing on income and expenditures indicate sources of revenue by college, student fees and charges by college, county tax support by district and amount spent, and percentage of educational and general expenditures for fiscal year 1984 by function and object. The final tables cover, by college, faculty salaries by degree held, use of transportation services, dormitory utilization, and revenue and expenditures for auxiliary enterprises (e.g., food services, housing, and stores). (HB)

ED 258 430 EC 172 950

Salomon, Anne; Comeau, Judith
Child's Modes of Communication with the Animal.
PUB DATE- Oct 84
NOTE- 20p.; Paper presented at the Child in Social Context Conference (Winnipeg, Canada, October 4-5, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Animals; Autism; *Emotional Disturbances; *Nonverbal Communication; Therapy

The paper reviews ways in which animals have been used in a therapeutic way with disturbed persons and suggests that animals may help to reduce anxiety and reestablish the socialization process with autistic children and their parents. An etiological study is described of the verbal and nonverbal behavior of four disturbed children (9-11 years old) with hamsters. Child-animal interaction was observed during classroom free play. Analysis of 30-minute sessions examined language functions, conversational acts, social behavior, gestures, distance between child and animal, and eye contact. Changes from first to last sessions were noted, including increases in emotional and personal functions, gestures, and physical contact. Distance between the child and animal decreased. (CL)

ED 258 447 FL 015 055

James, Gregory
Script Reforms--Are They Necessary?
PUB DATE- May 85
NOTE- 25p.; Paper presented at a meeting of the Hong Kong Association of Applied Linguistics (May 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Chinese; Diachronic Linguistics; *Ideography; *Language Planning; *Orthographic Symbols; Persian; Romanization; Turkish; *Written Language

Script reform, the modification of an existing writing system, is often confused with script replacement of one writing system with another. Turkish underwent the replacement of Arabic script by an adaptation of Roman script under Kamel Ataturk, but a similar replacement in Persian was rejected because of the high rate of existing literacy in Persian. An alphabetic script could not reproduce the historical, psychological, cultural, and representational significance of Chinese characters. Conventions of transcription vary from country to country and do not foster consistency in application of the Roman alphabet. Script reform, by contrast, includes partial changes involving (1) differences in letter or character shape, (2) alternatives to existing characters or letters, (3) fundamental alterations in the written system's typology, and (4) adaptations to a new writing medium. Script reform in Japanese involved a long process for the simplification of kanji use and the use of syllabaries. In Tamil, a syllabic script, reforms proposed by Beschi included application of European conventions of punctuation and word spacing, changes in the shape of vowel conjuncts, introducing a new shape to represent long vowels and make the distinction of long and short vowels clearer, and reintroduction of a dot placed over a consonant to represent a closed syllable or a geminate. However, additional reform suggestions have met with political controversy. (MSE)

ED 258 462 FL 015 090

Focus on the Teacher. Communicative Approaches to Teacher Training. ELT Documents 110.

British Council, London (England). English Language and Literature Div.

REPORT NO.- ISBN-0-08-030300-5
PUB DATE- 81
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Audiovisual Aids; Developing Nations; *English (Second Language); Group Dynamics; *Language Teachers; Program Design; *Second Language Instruction; *Teacher Attitudes; *Teacher Education

A collection of papers on the training of English teachers includes: an introduction (Gillian Marsh); "The Use of Video in EFL Teacher Training" (Michael J. Wallace); "Designing a Micro-Teaching Programme in the Third World" (Donard Britten, Falla Sow); "Teacher Training at the Colchester English Study Centre" (Jonathan Seath); "The Training of Non-Native-Speaker Teachers of English; A New Approach" (Jane Willis); "The E-R-O-T-I Model: A Stiumulating Guide for Teacher Training" (Tony O'Brien); "Groupwork -- An Attempt to Change Teacher Attitudes" (David Kirwan, Allen Swales); and "Reasons to Be Cheerful: Or Helping Teachers to Get Problems into Perspective" (Patrick Early, Rod Bolitho). (MSE)

International Conference Proceedings of the Association for the Development of Computer-Based Instructional Systems (26th, Philadelphia, Pennsylvania, March 25-28, 1985).

Association for the Development of Computer-based Instructional Systems.

PUB DATE- Mar 85
NOTE- 283p.
AVAILABLE FROM- Association for the Development of Computer-based Instructional Systems, Miller Hall 409, Western Washington University, Bellingham, WA 98225 ($30.00).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- *Computer Assisted Instruction; Computer Graphics; Computers; Conference Proceedings; Courseware; Disabilities; *Educational Research; *Educational Theories; Health Education; Home Economics; Individualized Instruction; *Instructional Innovation; Microcomputers; Programing Languages; Videodisc Recordings; Videotape Recordings
IDENTIFIERS- *Interactive Video

The 53 papers in these proceedings focus on the use of computer-based learning. Individual papers are organized by special interest group and presented under 12 headings: (1) Computer-Based Training (11 entries); (2) Elementary, Secondary, Junior College (1 entry); (3) Educators of the Handicapped (3 entries); (4) Health Education (6 entries); (5) Home Economics Consortium (3 entries); (6) Implementation (2 entries); (7) Interactive Instructional Users Group (3 entries); (8) Interactive Video/Audio (9 entries); (9) Mini-Micro (5 entries); (10) Music Consortium (1 entry); (11) PLATO Users Group (1 entry); and (12) Theory and Research (8 entries). Papers range from three to five pages and each paper includes an abstract, description of a project and/or presentation of data, diagrams or illustrations, and a conclusion. Most papers also provide bibliographic references. (JB)

ED 258 646 JC 850 359

Alaska Statewide Plan for Postsecondary Education, 1986-1990: A Draft for Public Comment. Volume II: Appendices.

Alaska State Commission on Postsecondary Education, Juneau.

PUB DATE- Jul 85
NOTE- 171p.; For a related document, see JC 850 358. Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); *Degrees (Academic); Educational Objectives; Educational Planning; *Enrollment Projections; *Enrollment Trends; Financial Support; *Postsecondary Education; *Rural Education; State Legislation; Statewide Planning; Student Financial Aid
IDENTIFIERS- *Alaska

Information about postsecondary education in Alaska is presented in this volume in support of the first statewide master plan for postsecondary education. Appendix A provides selected data on 19 postsecondary institutions in the state, including the 3 campuses of the University of Alaska, 10 community colleges, the Rural Education program, 3 private institutions, and 2 vocational-technical centers. Actual and projected enrollment statistics, and information on degrees and certificates offered and awarded are included. Appendix B looks at the 1980 Alaskan population by race. Appendix C offers a report on postsecondary education in rural Alaska. Appendix D presents a Florida statute relating to a common course number system for community colleges and the state university system. Appendix E contains the University of Alaska institutional mission statements. Appendix F looks at financial strategies for obtaining revenue for capital improvements. Appendix G offers sample legislation for establishing a competitive non-need-based scholarship program for Alaska. Appendix H presents language for an act establishing the Pacific Rim Fellowship Program. Finally, Appendix I provides information on Fiscal Year 1985 Western Interstate Commission for Higher Education field support fees. (AYC)

ED 258 688 PS 014 991

Massey, Laura
Application of Piagetian Theory in Clinical and Research Settings.
PUB DATE- Oct 84
NOTE- 21p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indians; Case Studies; Child Language; Developmental Stages; Intervention; *Language Handicaps; Models; *Preschool Children; Preschool Education; Program Effectiveness; *Verbal Development
IDENTIFIERS- Communication Intention Inventory; *Language Delayed; Single Subject Designs

A single-subject study was conducted with a language-delayed male Native American child (age 3 years, 5 months), who exhibited minimal ability to communicate verbally and relied on gesture as a primary means of communicating. In order to identify and code the child's specific communicative intentions, the Coggins and Carpenter (1981) Communication Intention Inventory was used for pretest and posttest assessments. The communicative intentions of "request for action" and "protest" were considered to be developmentally appropriate areas for intervention. Consequently, a two-track intervention strategy was developed. The intervention consisted of nine 10-minute therapy sessions conducted over a period of 2 1/2 weeks. The intervention strategy involved the presentation of an object/activity requiring the solicitation of services from the listener-therapist, who was required to act on the object/activity in a manner the subject did not want or expect. Following intervention, the frequency of the subject's responses in the gestural mode decreased significantly, while verbalizations significantly increased in each of the areas of communicative intentions that were specifically taught. Similar changes in frequency and mode of production also occurred in six other areas of communicative intentions that were not specifically taught. (RH)

Moshman, David
Children's Intellectual Rights.
PUB DATE- Jun 85
NOTE- 7p.; Paper presented at the Annual Symposium of the Jean Piaget Society (15th, Philadelphia, PA, June 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Censorship; *Childrens Rights; *Competence; Creationism; Educational Legislation; *Educational Responsibility; Government Role; *Intellectual Experience; Private Education; State Government
IDENTIFIERS- Equal Access Act 1984; First Amendment; Indoctrination; Theoretical Analysis

Three principles concerning children's intellectual rights are proposed and discussed. The principles are: (1) intellectual rights of children include access to ideas and freedom of expression; (2) denial of rights on the basis of lack of competence requires empirical justification; and (3) denial of rights on the basis of lack of competence yields an obligation to facilitate intellectual development. The analysis is both legal and psychological. The legal analysis focuses on the intellectual rights that are guaranteed by the First Amendment and the extent to which the First Amendment applies to children. Although the analysis is consistent with a number of judicial decisions, the emphasis is not on rights children have been legally granted but on rights children have in principle as U.S. citizens protected by the Bill of Rights. Similarly, the psychological analysis attempts to show what sort of empirical evidence is relevant to children's intellectual rights and how such evidence can be brought to bear on specific issues. The principles developed are applied to four major educational controversies of the 1980s: censorship and indoctrination, "scientific" creationism, state regulation of private education, and the Equal Access Act of 1984. (RH)

ED 258 349 EA 017 847

Flood, Dudley E.
I Am a Leader! The Idiots Won't Follow!
PUB DATE- 85
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (Denver, CO, March 30-April 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competence; *Leadership; *Leadership Qualities; *Leadership Styles; *Motivation; *Organization; Organizational Objectives; Personal Autonomy
IDENTIFIERS- *Leadership Effectiveness; Power

A leader's lack of followers is due to his lack of leadership, not the irresponsibility of his followers. Effective leadership can be defined as ability to foster a spirit of cooperation among a mass of people and to channel the collective efforts of these people toward a defined goal or objective. Some of the considerations involved in the process of fostering this spirit of cooperation are leadership style, plan and objective development, organizational type, competency development in workers, leadership qualities, worker motivation, and use of power. (DCS)

ED 258 396 EC 172 916

Clark, Thomas C.; Watkins, Susan
The SKI*HI Model: Programming for Hearing Impaired Infants through Home Intervention, Home Visit Curriculum. Fourth Edition.
Utah State Univ., Logan. Dept. of Communicative Disorders.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Jan 85
NOTE- 553p.; For Third Edition, see ED 162 451.
AVAILABLE FROM- SKI*HI Institute, Department of Communicative Disorders, UMC 10, Utah State University, Logan, UT 84322 ($35.00).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Auditory Training; Communication Skills; Curriculum; *Handicap Identification; Hearing Aids; *Hearing Impairments; *Home Programs; *Home Visits; Infants; Language Acquisition; Young Children
IDENTIFIERS- SKI HI Home Visit Curriculum

The manual describes the SKI*HI Model, a comprehensive approach to identification and home intervention treatment of hearing impaired children and their families. The model features home programing in four basic areas: the home hearing aid program (nine lessons which facilitate the proper fit and acceptance of amplification by the child), home communication program (ways to help parents develop essential communication skills and select an optimum language method), home auditory program (ways to promote use of residual hearing), and home language stimulation program. Information for parent advisors address the first home visits, psycho-emotional support for families, and home visit planning, delivery, and reporting. Home visit programs are examined in terms of lesson plans and sample activities for the subject areas of: hearing aids, home communication, home auditory programs, and home language stimulation programs (aural-oral and total communication). (CL)

ED 258 477 FL 015 106

de Fossard, Esta
The School Classroom and the Radio Classroom. Radio Language Arts Project Implementation. Field Notes 3.
Academy for Educational Development, Inc., Washington, D.C.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.
PUB DATE- Sep 83
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Communication; *Classroom Environment; *Classroom Techniques; Developing Nations; *Educational Radio; Elementary Education; *English (Second Language); Foreign Countries; *Language Arts; Teacher Behavior

Notes are presented on classroom organization, discipline, motivation, and teacher concern for use with instructional radio. Attributes of a regular classroom and a good radio classroom are compared, including teacher/radio positioning, materials organization and presentation, the use of sound and silence, cueing and voice use, demonstrations, lesson plans and format, timing, student-teacher relationship, and individualization and pacing. Hints for making the radio program more like the classroom are also provided, and include having an opening theme song, greeting the students, using an opening involvement exercise, theme music to open each lesson segment, sound effects, announcing upcoming segments, providing clear demonstrations, using a single teacher and different format for each segment, making instruction clear and simple, consistent sequencing, keeping worksheets out of the way when not in use, keeping the pacing up throughout the program, establishing a quiet working atmosphere, using lesson summaries and relaxation segments, developing skills, and ending each day's work in a standard way. (MSE)

ED 258 534 HE 018 492

Brum, Joseph; Ayers, Boyd

A Study to Determine the Effects of Two Different Methods of Evaluation on End of Course Grades in College Economics Classes. Theory and Practice of Adult Education Methodology.

PUB DATE- 17 Aug 82

NOTE- 23p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)

DESCRIPTORS- College Programs; *College Students; *Economics Education; *Educational Testing; *Evaluation Methods; *Grades (Scholastic); Higher Education; Low Achievement; *Student Evaluation; Technical Institutes; Two Year Colleges

IDENTIFIERS- *Fayetteville Technical Institute NC

The effects of two methods of testing students on student grades were studied in 1982 with two economics classes that were taught by the same instructor. One class, which involved four 1-hour lectures weekly, received the normal four block-form examinations. The 34 students in this class were the control group. The 36 students in the other class received eight quizzes over smaller amounts of material. End of course grades, pre-test scores, and post-test results were compared at the end of the semester. The study was conducted because business and economics faculty were concerned about low student achievement in all economics classes at Fayetteville Technical Institute. Results showed that both evaluation methods were equally successful with respect to course grades. It is recommended that: course objectives be written; students' attitudes toward the evaluation methods used in economics classes be determined; and that the study be replicated. (Author/SW)

Jones, Ruth Ann; Wilkins, Katherine Grace
Standards for Library Functions at the State Level. Third Edition.
American Library Association, Chicago, Ill.; Association of Specialized and Cooperative Library Agencies, Chicago, IL.
REPORT NO.- ISBN-0-8389-3317-3
PUB DATE- 85
NOTE- 43p.; The first edition of these standards appeared in 1963, and a major revision was published in 1970.
AVAILABLE FROM- American Library Association, 50 E. Huron Street, Chicago, IL 60611 ($6.75 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Archives; Information Networks; Library Associations; Library Facilities; Library Materials; Library Personnel; *Library Role; Library Services; *Library Standards; State Aid; State Government; *State Libraries; State Programs; Statewide Planning

These standards for library functions at the state level are presented to aid the state library agency in planning and developing the services and resources essential to its users. The standards are presented in eight chapters: (1) The State and Statewide Library Development; (2) The State and Financing Library Programs; (3) Statewide Development of Resources; (4) The State and Information Networks; (5) Library Services to State Government; (6) Organization of State Library Services; (7) Personnel; and (8) Physical Facilities for State Library Services. A brief introduction to each chapter discusses the area involved, and each of the 67 formal standards statements is followed by comments or a brief discussion of factors involved in the standard's implementation. Additional clarification of specific standards is provided by two appendices: State and Local History--The State's Responsibility for Collection and Care; and The Relationship and Responsibilities of the State Library Agency to State Institutions. (BBM)

ED 258 590 IR 051 187

Texas Library Systems Act and Rules for Administering the Library Systems Act.

Texas State Library, Austin. Dept. of Library Development.

PUB DATE- 85

NOTE- 30p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Accreditation (Institutions); Criteria; *Library Networks; *Library Standards; Public Libraries; *Regional Libraries; State Aid; *State Legislation; State Programs

IDENTIFIERS- Membership Requirements

The six chapters of the Texas Library Systems Act are presented in this document together with revised standards for accreditation of system components adopted by the Texas State Library and Archives Commission on February 28, 1985. The Library Systems Act covers: (1) General Provisions, including definitions; (2) State Library System, including its establishment, advisory board, and plan of service; (3) Major Resource System and Regional Library System, including authority for their establishment, system membership, operations and management, withdrawal from a system, advisory councils, and regional library systems; (4) Constituents of Major Resource Systems and Regional Library Systems, including major resource centers, area libraries, and community libraries; (5) State Grants-in-Aid to Libraries, including their establishment, rules and regulations, and administration; and (6) Other Provisions, including severability. A summary of criteria for membership in the Texas Library System precedes sections on Standards for Accreditation of a Major Resource System of Libraries in the Texas Library System and Minimum Standards for Accreditation of Public Libraries in the State Library System, on various types of grants, and on the system advisory council. (BBM)

ED 258 618 JC 850 310

Tanner, Judith
A Behavioral Response to Illness. N106.
PUB DATE- 20 Feb 85
NOTE- 27p.; Graduate seminar paper, University of California at Los Angeles.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Behavior; Client Characteristics (Human Services); Community Colleges; *Course Content; Course Descriptions; *Course Objectives; *Nursing; *Nursing Education; Patients; Two Year Colleges

A description is provided of "Behavioral Response to Illness," a required course offered in the second quarter of a two-year college nursing program, which examines physiological and psychosocial changes in patients from the framework of illness as a stressor, and the possible behavioral responses to such stress. The course focuses on behavioral responses such as pain, feelings of powerlessness, family reaction to illness, crisis, depression, patient nonadherence, and sleep disturbance; and on nursing theories related to these behaviors. The course description begins by providing information about course requirements, content, place in the curriculum, and objectives. The next sections focus on terminology, major course goals, and long-range course objectives, which are followed by an outline of the units of instruction, class activities, and reading requirements. Information on goals, objectives, and assignments is provided for each of the ten units of instruction: (1) course introduction; (2) review of Roy Adaptation Model in preparing nursing care plans; (3) assessment and intervention (A&I) for patients in crisis; (4) A&I for patients with depression; (5) A&I for patients with pain; (5) A&I for patients experiencing feelings of powerlessness; (6) assessment of patient adherence and interventions promoting client adherence; (7) assessment of sleep loss and interventions promoting sleep; (9) assessment of the family role in health/illness; and (10) assessment of clients experiencing the crisis of body image change and interventions which promote resolution of this crisis. The final sections present criteria for the grading of care plans and oral presentations; the grading scheme; procedure for revising the course; and provisions for students failing to meet course objectives. (AYC)

ED 258 660 JC 850 375

Fiscal Development of Area Schools. Revised.

Iowa State Dept. of Public Instruction, Des Moines. Area Schools Div.

PUB DATE- 28 Dec 84

NOTE- 82p.; Revised and updated version of a paper presented by Dr. Robert D. Benton at a Meeting of the Postsecondary Education Funding Committee (Des Moines, IA, July 12, 1974). This paper is included in JC 850 371.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)

DESCRIPTORS- *Community Colleges; *Educational Finance; *Educational History; Financial Policy; *Financial Problems; *Financial Support; *State Aid; Two Year Colleges

IDENTIFIERS- *Iowa

Information on the funding of the area school system in Iowa is provided. First, the report provides background information on the history and funding of the system, which was established in 1965 to meet local and state needs of adults for postsecondary and adult education. The report indicates that the funding sources available to the area schools at their inception for operational purposes have remained approximately the same, though the percentages of funds derived from these sources have varied, over a 12-year history of the system. Next, the following funds utilized by the area schools are identified and explained: current general fund, restricted current general fund, auxiliary fund, agency fund, scholarship fund, loan fund, plant funds, and endowment fund. Next, the paper reviews the funding problems experienced by the area schools since their inception, stressing the difficulties arising from inadequate funds and uncertainty about available revenues. An explanation is provided of the funding formula established in 1971 to deal with these problems, followed by a year-by-year analysis of the funding plans that have been used biennially since this time. Changes in procedures, income sources, methods of determining allocations, and supplemental aid requests are detailed. Financial data are appended. (AYC)

ED 258 674 JC 850 389

Shirazi, Annmarie

Fall 1983 Enrollment Compared to Previous Falls. Research Monograph II and Spring 1984 Enrollment Compared to Previous Springs. Research Monograph IV.

Oklahoma City Community Coll., OK.

PUB DATE- Mar 84

NOTE- 15p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Community Colleges; *Enrollment Trends; Females; Full Time Students; Males; Marital Status; Minority Groups; Part Time Students; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students

These two reports look at trends in fall and spring enrollments at Oklahoma City Community College in terms of the following categories: male, female, full-time, part-time, new students, returning students, graduates, single, married, divorced, average age, Black, White, American Indian, Asian, Hispanic, international, other ethnic/no response, immediate job entry, transfer, continuing education, full-time equivalent/credit hours, and average credit hours. Highlighted findings include the following: (1) fall 1983 headcount enrollment was up 11.3% from fall 1982, while spring 1984 enrollment showed an 8.1% decrease over spring 1983 and a 1.3% decrease over fall 1983; (2) when looking at credit hours produced, an increase of 8.1% was recorded from the previous fall; (3) the percentage of male students reached an all-time low in fall 1983 (39.2%), though the trend reversed itself in spring 1984 when males comprised 41.3% of the total enrollment; (4) since fall 1979, average age has tended to be slightly below 30 in the fall semesters and slightly above 30 in the spring semesters; and (5) the percentage of full- and part-time students remained fairly stable. (AYC)

ED 258 703 PS 015 135

Gronvall, Karin
The Physical and Psychological Environment of Children in Sweden.
Swedish Inst., Stockholm.
PUB DATE- Aug 84
NOTE- 11p.
AVAILABLE FROM- The Swedish Institute, Box 7434, 103 91 Stockholm, Sweden.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- *Accident Prevention; *Children; *Day Care; Early Childhood Education; *Environmental Influences; Foreign Countries; Housing; Playgrounds; *Psychological Characteristics; Quality of Life; Safety; Social Attitudes; *Social Environment; Social Problems
IDENTIFIERS- *Sweden

This article describes aspects of the environment for children in Sweden and discusses some of the measures taken or planned for improvement. The significance of the residential environment is explored, and the nature of the child care system in a country where over 80 percent of women with small children work outside the home is described. Also mentioned are existing child safety norms and new norms currently being compiled with a view to further prevention of accidents among children. Finally, an account is given of a study into the "inner environment" of children in Sweden. Findings of this study indicate that Swedish children have problems in their relationships with the adult world. It is concluded that good material conditions are not enough for favorable development and that a good inner environment is a prerequisite for being able to take proper advantage of the external environment. (RH)

ED 258 717 PS 015 211

Fuehrer, Ann; And Others

Age Differences in Children's Strategies for Influencing Parents' Purchases.

PUB DATE- May 85
NOTE- 11p.; Paper presented at the meeting of the Midwestern Psychological Association (Chicago, IL, May 2-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Age Differences; Children; Consumer Economics; *Parent Child Relationship; Parent Influence; Parents; *Purchasing; Socialization
IDENTIFIERS- *Influence Strategies; Naturalistic Studies

The specific purposes of this study were to examine (1) age differences in the sophistication of influence strategies children use to affect parents' consumption decisions, and (2) whether or not parents differentially reinforce such strategies according to the child's age. Data were gathered by observing the interactions of 145 parent-child dyads in the cereal aisles of two supermarkets. The dyads included 82 girls and 63 boys, of which 49 were judged to be preschoolers, 80 to be grade-schoolers, and 16 to be adolescents. Observers recorded children's use of eight types of influence strategies. Strategies were assigned to three separate groups according to the degree to which they involved understanding of the internal state of self and other, and the use of explicit, implicit, or psychological power. Success of influence attempts was also recorded. As predicted, older children used more psychologically sophisticated negotiation strategies, particularly emotional appeals. Parents did not differentially reinforce their child's attempts according to age-related expectations. Unexpected differences were found between the two observation locations. (RH)

ED 258 364 EA 017 873

Yong, Richard S.; Hickrod, G. Alan
Private Sector Support of K-12 Education: A Review of Selected Programs in Seventeen States and Recommendations for Illinois.
Illinois State Univ., Normal. Center for the Study of Educational Finance.
SPONS. AGENCY- Illinois School Problems Commission, Springfield.; Illinois State Univ., Normal. Graduate School.
PUB DATE- Apr 85
NOTE- 18p.
AVAILABLE FROM- Publication Sales, Center for the Study of Educational Finance, 340-C DeGarmo Hall, Illinois State University, Normal, IL 61761 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Programs; Elementary Secondary Education; Government Role; Philanthropic Foundations; *Private Financial Support; Program Development; Public Education; Public Support; *School Business Relationship; *School Support; State Departments of Education
IDENTIFIERS- Illinois

Revenue for education from public sources has been decreasing since the beginning of the 1980's. The federal government, state governments, government-sponsored task forces, and private associations have simultaneously urged the private sector to increase its contributions to public education. The two most common sources of such support are: (1) local, state, and national educational foundations, usually formed to provide grants financing programs not and (2) underwritten by public funds partnerships between businesses and schools or educational systems, often involving the provision of services, equipment, or benefits in kind. The benefits available to schools, businesses, and the community through such private sector involvement are virtually unlimited, but some limitations exist: private efforts cannot replace public funding, long-term commitments are rare, not all efforts are successful, strings may be attached to some gifts, and equalization efforts may be affected. Districts interested in setting up cooperative programs should survey those operating in other districts; seek assistance from state, regional, or federal agencies; make sure top district administrators are involved; and ensure clear structuring of the programs. Concluding recommendations concern alternative private funding sources, the role of state education departments, further research efforts, and specific actions that should be taken in Illinois. (PGD)

ED 258 380 EC 172 749

Montague, Marjorie; Lund, Kathryn A.
Project INTERACT: Job-Related Social Skills to Facilitate School-to-Work Transition.
PUB DATE- Mar 85
NOTE- 14p.; Paper presented at the National Conference on Secondary, Transitional and Postsecondary Education for Exceptional Youth (Boston, MA, March 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Education Work Relationship; Interpersonal Competence; Mild Disabilities; Secondary Education; Social Development; *Vocational Adjustment

Project INTERACT, a Job Training and Partnership Act state funded project, is designed to facilitate school-to-work transition for mildly to moderately handicapped adolescents. The program provides school-based instruction in social behaviors associated with successful job performances. Following instruction, the students are provided with non-subsidized community-based employment to promote generalization and maintenance of acquired social skills. Communication skills, problem solving and decision making, self-monitoring, and networking skills are included. Procedures for individual assessment and program evaluation include attitudinal surveys, rating scales, and criterion-referenced tests. (Author)

ED 258 431 EC 180 201

Socialization Activities Handbook for Students in Special Education. Revised Edition.

New York City Board of Education, Brooklyn, N.Y. Div. of Special Education.

PUB DATE- Jul 83
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Cooperation; Curriculum Guides; *Disabilities; Elementary Education; *Mainstreaming; *Peer Relationship; *Self Esteem; *Socialization

Designed for use by special education teachers, the handbook provides activities to help students develop the socialization skills necessary for success in mainstreamed settings. The materials focus on concepts the students must master to be successful in general education classes. Three modules are presented: (1) self esteem (including recognition of the student's own and others' attributes and unique personal backgrounds); (2) sharing (including sharing materials and feelings with peers); and (3) cooperation (including working with individuals or small groups on non-academic and academic tasks). Each unit is briefly defined and includes anecdotal material. Each page of activities has symbols in the margins, denoting activities that require one or more of the following: pocket expenses, supplies found in schools, additional teacher preparation time, and non-commercial materials. (CL)

ED 258 506 HE 018 416

The Traditionally Black Institutions of Higher Education: Their Development and Status, 1860 to 1982. Historical Report.

National Center for Education Statistics (ED), Washington, DC.

REPORT NO.- NCES-302-85
PUB DATE- Mar 85
NOTE- 26p.; Summary of a statistical report to be published in summer 1985 by the National Center for Education Statistics.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Colleges; Black Students; Church Related Colleges; College Faculty; College Libraries; College Programs; Degrees (Academic); Educational Finance; *Educational History; *Enrollment Trends; Federal Aid; Full Time Students; Higher Education; *Institutional Characteristics; Private Colleges; School Location; School Personnel; State Colleges; Two Year Colleges
IDENTIFIERS- *United States (South)

An overview of the development of traditionally black institutions (TBIs) from 1869 to 1970 is presented, along with trend data for all the institutions, and data for individual institutions. The information covers 105 colleges and universities designated in 1976 as TBIs by the National Center for Education Statistics. The TBIs are in 19 states and the District of Columbia. Of the 100 TBIs in existence in 1984, 57 were under private control and 43 were under public control. Sixteen of the public TBIs are land-grant institutions and receive federal funds; 45 of the 57 private TBIs are affiliated with a church. Attention is directed to: the location of the TBIs; enrollment in TBIs, degree awards and curriculum, black full-time undergraduate enrollment in TBIs and non-TBIs in the TBI states, 1970-1982; degree awards to blacks by TBIs and non-TBIs in the TBI states, 1976-1981; finance and federal funding for TBIs; employment by TBIs; facilities at TBIs; nonblack enrollments at TBIs; and the socioeconomic background of TBI students. For each TBI listed alphabetically by state, information for 1982 is provided on: control highest degree awarded, total students, percent full-time, percent black, total postbaccalaureate, number of full-time faculty; degrees/awards by level; and number of library volumes. (SW)

ED 258 520 HE 018 478

Employment Needs and the Supply of College Graduates in Connecticut. Research Report R-3-85.

Connecticut State Board of Higher Education, Hartford.

PUB DATE- Jun 85

NOTE- 10p.; Printed on colored paper.

AVAILABLE FROM- Connecticut Department of Higher Education, 61 Woodland Street, Hartford, CT 06105.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Clerical Occupations; *College Graduates; *Demand Occupations; *Education Work Relationship; *Employment Opportunities; Health Occupations; Higher Education; *Labor Market; *Noncollege Bound Students; Occupational Surveys; Office Occupations; Professional Occupations; Sales Occupations; School Business Relationship; Service Occupations; Skilled Occupations; State Surveys; Technical Occupations

IDENTIFIERS- *Connecticut

Information on job openings for college graduates in Connecticut is provided. Projected openings in the state for 1985-1990 are indicated for nine major occupational categories: clerical workers, service workers, operatives, professional/technical occupations, crafts and kindred workers, sales workers, managers/officials/proprietors, laborers, and farmers and farm managers. Main complications in evaluating whether Connecticut colleges are graduating an adequate labor supply are identified. For each occupational category, information is provided on the types of training needed by workers to qualify for their current jobs. It is concluded that the supply of college-trained personnel is most critical for professional/technical occupations, especially health professionals, accountants, computer specialists, and teachers in certain fields. Connecticut's colleges are responding to these needs with new programs, but additional strategies to increase enrollment in health care fields may be needed. A high demand exists for clerical and administrative support personnel, with significant shortfalls in the number of graduates from secondary school, college, and other training programs. Joint program efforts between vocational education and two-year colleges may be valuable for preparing craft and kindred workers. (SW)

ED 258 746 RC 015 312

Lee, Karen K.
Amish Society--In Celebration of Rural Strengths and Diversity.
PUB DATE- Jul 84
NOTE- 18p.; Paper presented at the Annual National/Second International Institute on Social Work in Rural Areas (9th, Orono, ME, July 28-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Amish; Farmers; *Folk Culture; *Life Style; Reference Groups; *Religious Cultural Groups; Rural Population; *Social Isolation; Socialization; Social Support Groups; Sociocultural Patterns; Values
IDENTIFIERS- Group Attitudes; *Rural Culture; *Self Sufficiency

The Amish society has retained the essence of rural life and can tell us how this preservation is possible. Originally associated with the Swiss Anabaptists, Amish are often confused with Mennonites because of the early association with Menno Simons. Because the Amish do not make the "prideful" claim of salvation, they are non-evangelical. They maintain folk cohesion and social homogeneity through conscious isolation and the maintenance of a distinct lifestyle ordained by II Corinthians 6:14 which mandates that they not be "unequally yoked together with unbelievers." Thus they use horse and buggy for transportation as cars require licensing and the yoking of self to the "outside." Specific social rules, called the "Ordung," are established by each congregation. The most important rules involve highly visible aspects of social life making deviants obvious. Farming is the preferred occupation, and mutual aid such as barn raising is common. "Work as play" extends to children and is considered a part of their education. The Amish are a reminader that people are gratified when they help others and that available resources may be shared and useful to others. Although a clearcut cross-over does not exist, the Amish provide an example of what might be done by other rural people, especially in their conservative approach to technology, their refusal to rely on the government, their utilization of informal networks within society for mutual aid, and their social adaptiveness, considering the restraints of their religion. (PM)

ED 258 350 EA 017 848

Schneider, Gail Thierbach
Making Work Easy: Administrative Applications of Microcomputers.
PUB DATE- Nov 84
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (9th, Orlando, FL, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administration; Computer Graphics; *Computer Oriented Programs; Computer Software; Criteria; Databases; *Management Information Systems; *Microcomputers; Purchasing; Word Processing
IDENTIFIERS- Spreadsheets

This survey of the administrative applications of microcomputers identifies word processing, database management, spreadsheet functions, and graphics as four areas in which microcomputer use will reduce repetition, improve cost efficiency, minimize paperwork, enhance filing and retrieval systems, and save time. This will allow administrators and teachers to more effectively channel their energies toward the improvement of curricular programs and instructional strategies. This paper also provides some guidelines for deciding which type of computer hardware and software to purchase. (DCS)

ED 258 413 EC 172 933

American Council on Rural Special Education (ACRES) Conference Proceedings (5th, Bellingham, Washington, March 19-22, 1985).

American Council on Rural Special Education.

PUB DATE- Mar 85

NOTE- 399p.; Portions are marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC16 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Delivery Systems; *Disabilities; Education Work Relationship; Inservice Teacher Education; Parent Education; Program Descriptions; Program Development; *Rural Education; Special Education; Teacher Education

The proceedings from the March 1985 conference on rural special education present papers, abstracts, and presentation materials on a wide range of topics. Topics include: rural delivery models, a learning center approach to health and physical education, the microcomputer as an electronic teacher's aide, supervision strategies for a rural field-based special education practicum, ways to build content area skills through music and art, media catalogs, parent training, job training, transition programs, rural adaptations for mainstream classes, early childhood teacher preparation, and vocational assessment mobil unit. (CL)

ED 258 463 FL 015 091

The ESP Teacher: Role, Development and Prospects. ELT Documents 112.
British Council, London (England). English Language and Literature Div.
REPORT NO.- ISBN-0-08-030302-1
PUB DATE- 81
NOTE- 143p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Communication Skills; *Computer Assisted Instruction; Discourse Analysis; Educational Research; *English for Special Purposes; Independent Study; *Language Teachers; Sciences; *Second Language Instruction; Teacher Attitudes; Teacher Education; *Teacher Role; Teacher Student Relationship; Technology

A collection of papers on the profession of teaching English for special purposes includes: "Scenes of Endless Science: ESP and Education" (A. Crocker); "Some Problems of a World-Wide Profession" (T. Johns); "The EST Teacher: A Negative View" (G. Greenall); "The Helpful EST Teacher" (W. Robinson); "A Way Forward: A Fusion of Two Cultures" (M. Jackson, J. Price); "The ESP Teacher's Role -- Implications for the 'Knower-Client' Relationship" (P. Early); "The Contribution of Discourse Analysts to ESP and of ESP Practitioners to Discourse Analysis" (P. Robinson); "Self-Directed Learning Systems and the Role of the ESP Teacher" (G. Blue); "The First Five Seconds: The ESP Teacher and 'Out-of-the-Blue' Language" (O. Farrington); "How Many People? Opposing Views on the Function and Preparation of the ESP Teacher" (F. Chambers, J. McDonough); "Leading the ESP Teacher to the Literature" (J. Swales); "The Potential Benefits to the ESP Profession from Greater Awareness of Developments and Practices in L1 Communication Skills Learning" (R. Williams); "The Uses of an Analytic Generator: The Computer as Teacher of English for Specific Purposes" (T. F. Johns); "ESP Teachers, Computers and Research" (P. Skehan); and a report of four working groups at a 1981 conference of the Special English Language Materials for Overseas University Students group. (MSE)

Jean, Paul M.; And Others
Strategic Planning vs. Disjointed Incrementalism: An Institutional Research Perspective. SAIR Conference Paper.
PUB DATE- Oct 84
NOTE- 25p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Little Rock, AR, October 24-26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; College Environment; *College Planning; College Role; Competition; *Decision Making; Demography; Economic Factors; Higher Education; *Institutional Research; *Leadership Responsibility; Marketing; Organizational Effectiveness; Policy Formation; Political Influences; Reputation; *Self Evaluation (Groups)
IDENTIFIERS- Institutional Mission; SAIR Conference; *Strategic Planning

Strategic planning in higher education is discussed from the perspective of institutional research. Attention is directed to: institutional mission, institutional assessment, institutional leadership, environmental assessment, market analysis, and competitive position. Strategic planning merges incrementalism, which focuses on flexibility, practicality, and political participation in organizational decision-making, with comprehensive planning, which stresses systematic data collection and analysis. Strategic planning requires top administrative leadership, involvement, and support. Similar to corporate planning, strategic planning is entrepreneurial. Strategic planning infuses an awareness of future environmental threats and market opportunities into present-day decision-making to increase organizational capacity and desire to take risks to achieve institutional goals, values, and objectives. Emphasis is placed on the role of institutional research in realizing the potential of strategic planning to help decision-makers guide their institutions through difficult times ahead. Two checklists are included that can be used to evaluate institutional climate and components of strategic planning. (Author/SW)

Templin, Robert G.; Askegaard, Lewis D.
Piedmont 2000: A Community in Transition. A Futuristic Study of the Thomas Jefferson Planning District Prepared by the Piedmont 2000 Committee of Piedmont Virginia Community College.
Piedmont Virginia Community Coll., Charlottesville, Va.
PUB DATE- 1 Mar 83
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Planning; Community Colleges; Community Surveys; *Educational Trends; *Employment Patterns; Employment Projections; *Futures (of Society); *Long Range Planning; Technological Advancement; Two Year Colleges
IDENTIFIERS- Virginia

A futuristic study of the Thomas Jefferson Planning District (TJPD) in the year 2000 was conducted by Piedmont Virginia Community College (PVCC) to gain insights into those trends and pressures likely to affect the TJPD in the future. Interviews were conducted with 85 area leaders to determine their views and projections regarding lifestyles; institutional structures; training; changing jobs and functions; computers, telecommunications, and automation; 13 academic and vocational subject areas; major educational issues for PVCC; technological change; changes in living arrangements; political developments; changes in the role of private enterprise; leisure; social stratification and educational discrimination; the aging of society; the changing nature of work; external influences on education; and the expansion of knowledge. Later, the study participants were brought together to review results and discuss the educational implications of the study. Major study findings included the following: (1) computers, communications, and advanced mechanization technology will have a dramatic impact in many fields in the coming years; (2) the structure of many jobs will change, with sales people, industrial supervisors, and office workers becoming more professionalized; (3) the social stratification of society may increase as desirable jobs and educational programs become less available; (4) the aging of society may increase conservatism and geographic stability; and (5) growth in the TJPD may be limited by public policy. Appendices include economic and demographic profiles and a list of study participants. (HB)

Abood, Nancy V.; LeBlanc, William
Facts and Figures: 1984-85. Annual Report and Statistical Digest.
Community Coll. of Rhode Island, Warwick.
PUB DATE- Jun 85
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; College Programs; *Community Colleges; Educational Facilities; *Educational Finance; *Educational Trends; Enrollment Projections; *Enrollment Trends; School Personnel; State Surveys; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Rhode Island

A narrative account highlighting the achievements of the Community College of Rhode Island (CCRI) during the 1983-84 academic year and fall 1984 semester is presented in this report along with historical and current data on enrollments, programs, staff, and finances. First, the annual report of the college president provides an overview of enrollments, faculty and staff, educational program highlights, facilities, special events, athletics, and projections for the year ahead. Statistical data are provided on: (1) students, including information on fall enrollments from 1976 to 1984; off-campus enrollments; enrollments by full-/part-time status, day/evening attendance, and campus for 1981-82 through 1984-85; student characteristics; transfer rates; plans of 1984 graduates; and enrollment in non-credit community service programs; (2) enrollments and graduates from 1981-82 to 1984-85 by program of study; (3) faculty and staff, including information on faculty characteristics, faculty rank by program, and staff characteristics; and (4) finances, including statistics on full-time tuition and mandatory fees per semester, general education revenues and expenditures, and student financial aid awards. (HB)

ED 258 381 EC 172 750

Cortez, Patricia
Deinstitutionalization of the Mentally Retarded.
PUB DATE- 83
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Behavior Change; Community Programs;
*Deinstitutionalization (of Disabled); *Mental Retardation;
*Placement; *Trend Analysis

Literature on deinstitutionalization of mentally retarded persons is reviewed. Cited are studies showing positive aspects, including improved communication abilities, increased adaptive behavior and personal satisfaction. Community adjustment findings focus on effects of involuntary relocation to another facility, age differences, and reinstitutionalization. Studies of variables related to community placement failure are noted; these include caretaker experience and resident age, I.Q., and level of adaptive behavior. A review of national trends in deinstitutionalization shows substantial increases in releases from large institutions along with even more rapid increases in readmissions. Also noted is the emergence of a countertrend toward institutionalization, and the suggestion that there may be no significant difference between institution size per se and quality of care. (CL)

ED 258 397 EC 172 917

Piggott, Leonard R.; Anderson, Theodora
Brainstem Auditory Evoked Response in Children with Central Language Disturbance.
PUB DATE- 83
NOTE- 7p.; Print is variable and may not reproduce well.
AVAILABLE FROM- Dr. Leonard Piggott, 951 E. Lafayette, Detroit, MI 48207.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- Children; *Language Handicaps; *Neurological Impairments; *Neurological Organization
IDENTIFIERS- *Brainstem Auditory Evoked Response

Two groups of 10 children between the ages of 94 and 165 months were paired for age (wthin 6 months) and sex and were compared for Brainstem Auditory Evoked Response patterns. One child in each pair showed evidence of central language disturbance as determined by neuropsychological testing. The other did not. All had normal hearing and IQs of 80 or above. Ss with central language disturbance showed longer latencies and interwave transmission times than did controls. The segments in which the differences reached significance did not extend past wave III. Findings indicated that Ss with central language disturbance may have auditory stimuli transmission disturbances below the level of the olivary nuclei. It is speculated that at least a portion of the slowed brainstem transmission findings in many children with diagnoses of autism, retardation, and minimal brain dysfunction may relate to language disturbance. (CL)

ED 258 448 FL 015 056

Lombardo, Marie

The Effectiveness of an Informal Reading Inventory in Identifying the Functional Reading Levels of Bilingual Students. Bilingual Education Paper Series Vol. 2 No. 10.

California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
PUB DATE- May 79
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Students; Cloze Procedure; Comparative Analysis; *Informal Reading Inventories; *Reading Achievement; Reading Comprehension; *Reading Tests; Secondary Education; Secondary School Students; Spanish Speaking; Standardized Tests; Test Construction; *Test Reliability; Test Validity

A study was undertaken to (1) examine the development and construction of a Group Informal Reading Inventory to predict the reading comprehension levels (independent, instructional, and frustration) of junior high school bilingual students for the purpose of reading instruction; and (2) validate the inventory through a three-way correlational study comparing the comprehension results with those of a cloze test, a standardized test, and a questionnaire by which teachers estimate students' reading levels. The study involved 50 bilingual students of predominantly English- and Spanish-speaking, low- and middle-income backgrounds in an urban school. All had been instructed in Spanish until they gained English language proficiency; then they were mainstreamed into the English curriculum. It was discovered that the students were all functioning far below their developmental grade levels and their assigned present grade levels, and native language grades were lower than those in English. It is recommended that (1) a decision be made for each individual student as to whether he should be taught in two languages or, if his native language skills are insufficient to transfer to English as a second language, whether he should be taught in English; (2) testing for reading and content areas be administered regularly to monitor progress; and (3) there be careful regulation of the timing, techniques, content, materials, and evaluation of bilingual instruction. (MSE)

ED 258 478   FL 015 107

Edgerton, David; Sedlak, Philip A. S.

A Look at Methodology. Radio Language Arts Project Implementation. Field Notes 5.

Academy for Educational Development, Inc., Washington, D.C.

SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.

PUB DATE- Sep 84

NOTE- 8p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Class Activities; Classroom Communication; Course Organization; *Developing Nations; *Educational Radio; *Educational Strategies; Elementary Education; *English (Second Language); Foreign Countries; *Language Arts; Linguistic Theory; Notional Functional Syllabi; *Teaching Methods

IDENTIFIERS- Kenya

The methodology developed for use in a U.S.-sponsored radio-based English language arts program for grades 1-3 in Kenya, adapted to the special circumstances of the medium, the context, and the program's administrative limitations, is a highly interactive radio lesson whose most important organizational characteristics are adherence to distributed-learning principles in instructional design and the use of a semantically-based, functional-notional syllabus to organize the elements of instruction. The Radio Language Arts Program series of lessons uses direct-method language teaching principles, using post-audiolingual techniques, in particular cognitively-grounded pattern exercises, when appropriate and where the limitations of instructional broadcasting justify their use. The methodology and materials used reflect the program's philosophical orientation to generative-transformational language theory. (MSE)

ED 258 548 IR 011 699

Zelman, Susan
Individual Differences and the Computer Learning Environment: Motivational Constraints to Learning Logo.
PUB DATE- Apr 85
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Comparative Analysis; *Individual Differences; Interviews; *Learning Motivation; Problem Solving; *Programing; Questionnaires; Research Methodology; Research Needs; Secondary Education; Self Esteem; Student Attitudes; Success; Teaching Methods; Teaching Styles
IDENTIFIERS- *Instructional Effectiveness; *LOGO Programing Language

This study investigated whether secondary school students of varied backgrounds, enrolled at a private school developed for the purpose of integrating computers into all aspects of the curriculum and cultivating self-motivated learners, impose their existing motivational sets on computer programming, and whether instructional settings and practices change motivational orientations over time. Using Dweck's construct of the achievement motivational process, entity and incremental students were identified, and the different approaches of the two groups to LOGO programming assignments were examined. Entity children, who made up the majority of the students, believe that intelligence is a stable, global trait judgeable by other people and that effort is risky because it might reveal low intelligence; they preferred tasks which maximized looking smart or avoiding failure. Low-confidence entity students were confused and resorted to unconstructive problem-solving behavior. For their population, the LOGO programming language could not foster self-regulatory behavior. The one incremental student, who viewed intelligence as skills expandable through one's own efforts, appeared comfortable and confident in the LOGO learning environment. Despite the school's philosophy, its LOGO programming orientation, and teachers' incremental beliefs, entity learners did not become incremental learners over time. Exposure to LOGO through an inductive teaching method was inappropriate to these students' motivational orientations. A 23-item reference list is provided. (MBR)

ED 258 562 IR 011 717

Reinking, David

On Conceptualizing Research Methodologies for Computer-Based Instruction.

PUB DATE- Mar 85
NOTE- 13p.; Paper presented at the International Conference of the Association for the Development of Computer-Based Instructional Systems (26th, Philadelphia, PA, March 25-28, 1985). For the complete conference proceedings, see IR 011 716. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Educational Methods; Educational Principles; *Educational Research; Educational Theories; *Goodness of Fit; *Research Methodology; Research Problems

This paper suggests that considering fundamental issues in educational research may help researchers conceptualize more productive research methodologies for computer based instruction (CBI). Inconsistent findings and methodological shortcomings in media research, including CBI, raise the possibility that current research methodologies may be inadequate to significantly enhance our understanding of CBI. The purpose of this document is to highlight a set of conceptual and methodological considerations which may be relevant to a comparison of goodness of fit between research methodology and the types of questions for which researchers seek answers. An examination of these issues leads to specific recommendations for conceptualizing and conducting experiments involving the computer in instruction. Specific recommendations are discussed in the following categories: moving towards theory building, expanding research methodologies, and setting priorities for applied research. The need for inclusion of each category is explained and justified, and some common misconceptions about each are allayed. A list of references is included. (Author/JB)

ED 258 591 IR 051 188

Leary, William H.
The Archival Appraisal of Photographs: A RAMP Study with Guidelines.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-85/WS/10
PUB DATE- 85
NOTE- 130p.; For related documents, see IR 051 189 and IR 051 210.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Archives; Developed Nations; Developing Nations; Evaluation Criteria; *Evaluation Methods; Guidelines; *Library Material Selection; *Photographs; Records (Forms)
IDENTIFIERS- *Archival Value

Prepared for Unesco's Records and Archives Management Programme (RAMP), this study is designed to provide archivists, manuscript and museum curators, and other interested information professionals in both industrialized and developing countries with an understanding of the archival character of photographs, and a set of guidelines for the appraisal of their archival value; the study assumes no prior knowledge of photographs as documentary material of archival value. The guidelines presented are based on the most successful policies and practices of those countries with the most extensive experience in this field. Individual chapters focus on (1) general considerations in appraising photographs (acquisition policy, preparation, records management, informational value, provenance, cost, and appraisal review); (2) conducting a photo survey (types of surveys, data survey form, direct contact, preparation, completing the survey); (3) criteria for appraisal (age, subject, uniqueness, identification, quality, quantity, accessibility, photographer); (4) special considerations in appraising government photographs (types of photographs, appraisal problems, related documentation, accessioning); and (5) special considerations in appraising non-government photographs (newspaper, commercial, and amateur photography). The concluding chapter briefly summarizes the need for the study and outlines recommendations for general policies, appraisal criteria, and appraising government and non-government photographs. An extensive bibliography and a list of RAMP and related documents are attached. (BBM)

Grubb, W. Norton; Jaussaud, Danielle
Vocationalizing Higher Education: The Causes of Enrollment and Completion in Two-Year Colleges, 1970-1980.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Texas Univ., Austin. Research Inst.
PUB DATE- Apr 85
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Community Colleges; *Degrees (Academic); Educational Trends; *Enrollment Influences; *Enrollment Trends; Graduation; Higher Education; National Surveys; *Two Year Colleges

An analysis is provided of patterns of community college enrollments between 1970 and 1980, with particular emphasis on variations among the states in enrollment and completion rates. Section I looks at recent trends in community colleges, focusing on enrollment, numbers of degrees conferred, vocational enrollments, curriculum changes, and the effects of economic and labor market conditions. Section II identifies possible causes of enrollment patterns, focusing on demand-related factors, such as direct costs, high-status employment opportunities, and access; supply-related factors, including tax capacity, educational attainment levels, and migration; and demographic factors. Section III analyzes the relationship between the demand- and supply-related variables and community college enrollments, section IV looks at the interaction of two- and four-year college enrollments, and section V examines the determinants of degrees conferred. Finally, section VI draws conclusions, including the following: (1) community college enrollments were only weakly related to labor market conditions; (2) prospective students were more sensitive to direct costs than to the earnings benefits of attending community colleges; (3) the state's overall tax effort and the educational level of the population influenced community college enrollments; (4) enrollment patterns tended to perpetuate themselves over time, regardless of other economic or political conditions; (5) completion rates tended to be less responsive to economic conditions than enrollment rates; (6) states with high levels of four-year college enrollments tended to have lower two-year college enrollments; and (6) several economic variables, such as the earnings differentials associated with higher education and the opportunity cost of attending community college, were more significant influences among women than among men. (AYC)

ED 258 689 PS 015 012

Standards & Procedures for Voluntary Accreditation of Early Childhood Education Programs in Missouri.

Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

PUB DATE- 84
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Certification; *Early Childhood Education; Guidelines; *Program Evaluation; Rating Scales; *Self Evaluation (Groups); *Standards
IDENTIFIERS- *Accreditation Standards; *Missouri; Voluntary Participation

Missouri has no laws or state regulations establishing accreditation requirements for early childhood education programs. State statutes authorize the Division of Family Services, Department of Social Services to license day care programs that operate more than 4 hours a day. However, these statutes presently exempt from licensure day care programs operated by churches and tax-supported bodies. State licensing standards primarily address minimum health and safety issues and provide a base below which no early childhood programs should operate. Voluntary accreditation, the concern of this publication, results from the validation of a program's self-study through an on-site peer review initiated at the program's request. A description of the 10 steps of the voluntary accreditation process is provided, followed by a copy of the detailed program rating form used in the self-study assessment. The assessment focuses on provision of a safe and healthy environment; curriculum planning and implementation; the availability of proper equipment and materials; provision of a social environment conducive to building a positive self-concept, individual strength, and positive interaction between children and adults; coordination between home and center; and maintenance of effective staff communication and efficient management practices. An application form for accrediting an early childhood education program is included in the publication. (RH)

ED 258 733   RC 015 071

Thomas, Ruth G.; Peterson, Roland L.
Access to Educational Opportunity in Rural Communities: Alternative Patterns of Delivering Vocational Education in Sparsely Populated Areas. Volume 1: Problem, Study Design and Procedures, Findings, Conclusions, and Recommendations.
Minnesota Univ., St. Paul. Agricultural Experiment Station.
REPORT NO.- AD-SB-2133
PUB DATE- 84
NOTE- 89p.
AVAILABLE FROM- Agricultural Experiment Station, Communication Resources Distribution, Room 3 Coffey Hall, University of Minnesota, 1420 Eckles Ave., St. Paul, MN 55108 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Agricultural Education; Cooperative Programs; *Delivery Systems; *Educational Cooperation; Educational Quality; Home Economics; Interdistrict Policies; *Rural Education; *School Districts; School Organization; Secondary Education; *Vocational Education
IDENTIFIERS- Sparsity (Population)

The report details the description, analysis, and understanding phase of a study to provide local and state educational planners with information that would enable them to compare and evaluate alternative forms of inter-school district cooperation as a means of providing rural students with access to quality vocational education. Chapter I introduces the problem, purpose, research objectives, and limitations. Chapter II outlines the study design and procedures used to obtain questionnaire and structured interview data from two sites in Minnesota and one each in South Dakota and Illinois between March 1980 and April 1982. Chapter III presents results and discussion of four research objectives: defining features of alternative educational delivery patterns, discovering critical factors in the operation of each form of inter-school district cooperation, identifying the relationship of setting to form of cooperation, and assessing the consequences of alternative forms of cooperation for access and quality. Chapter IV explores conclusions and implications regarding Chapter III objectives, focusing on five patterns of inter-school district cooperation: centralized center, decentralized center, mobile unit center, centralized noncenter, and decentralized noncenter. Chapter V offers 13 recommendations supporting development of an educational planning model and new approaches for educational delivery in rural areas. Five additional volumes will provide in-depth descriptions of each of the patterns of cooperation summarized in this volume. (NEC)

ED 258 414 EC 172 934

Mallory, Bruce L.
The Preparation of Early Childhood Special Educators for Rural and Urban Settings.
PUB DATE- Mar 85
NOTE- 18p.; Paper presented at the Annual National Rural Special Education Conference (5th, Bellingham, WA, March 19-22, 1985). Contained in Proceedings document, see EC 172 933.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; *Disabilities; Early Childhood Education; Rural Education; *Special Education Teachers; *Teacher Education; Urban Schools
IDENTIFIERS- *University of New Hampshire

The paper describes the background and implementation of the University of New Hampshire's program to train masters level early childhood special educators for rural and urban settings. The program features child development theory, methods of assessment and teaching, and collaboration with parents and other professionals. Ecological perspectives and transdisciplinary roles are advocated for effectiveness in both rural and urban settings. Understanding of urban and rural settings extends to different views toward higher identification and service rates, resistance to change and external demands, and attitudes of families with handicapped children toward formal helping systems. (CL)

ED 258 432 EC 180 202

Safety Manual for Special Education.

New York City Board of Education, Brooklyn, N.Y. Div. of Special Education.

PUB DATE- Aug 84
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Lesson Plans; *Safety Education; *School Safety; Special Education

Designed for administrators, teachers, and parents of special students, the guide focuses on school safety plans in special education classrooms. A summary of a task force's recommendations on school safety is presented, followed by a list of regulations concerning security in the school and safety plans. Three typical sample school safety plans are presented for three types of school: (1) a regular intermediate/junior high school with special education classes; (2) a special education school; and (3) a school with deaf and multiply handicapped students. Plans address such topics as evacuation and emergency procedures, physical plant considerations, and key control. Thirty-one lessons are presented for teaching safety to a wide range of students. Information for lessons include educational objective, motivation, problem, vocabulary, material, and procedures. (CL)

ED 258 535 HE 018 493

The First Follow-Up Survey of the High School Class of 1983. A Staff Report from the 1983 Eligibility Study on Post-High School Activities of High School Graduates. Commission Report 84-25.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Jun 84
NOTE- 24p.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth St., Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Armed Forces; *College Attendance; *Employment Patterns; Enrollment Trends; *Followup Studies; Graduate Surveys; Higher Education; *High School Graduates; Homemakers; Job Training; Military Personnel; Questionnaires; Racial Differences; Sex Differences; Student Characteristics
IDENTIFIERS- *California

Post-high school activities of 1983 California graduates were studied as part of the initial phase of a 5-year follow-up study. Of 11,512 graduates who were mailed a questionnaire, 4,040 responded. About 75 percent indicated that they were enrolled in a school or college during the last fall or winter; about 49 percent were employed and about 16 percent were unemployed. Only a small proportion were involved in other activities, such as military service (3.3 percent in the fall and 2.3 percent in winter), job-training programs (2.9 and 2.5 percent, respectively), or such activities as travel, missionary or church-related service, and homemaking (3.5 percent). Of those respondents who were working, 62 percent were also attending school or college. In general, women were more likely to report involvement in several activities, while men were more likely to identify a single activity. The proportions of black respondents participating in postsecondary education was the lowest among five ethnic groups (67.8 percent), while 91 percent of Asian respondents reported attending school. A substantially larger than average proportion of men than women attended out-of-state postsecondary institutions. Information on characteristics of the graduating class and the survey respondents is also provided. The questionnaire is included. (SW)

ED 258 577 IR 051 173

Martin, Thomas H.; Wyman, John C.

Feedback and Exploratory Mechanisms for Assisting Library Staff Improve On-Line Catalog Searching. Final Report.

Syracuse Univ., N.Y.

SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.

PUB DATE- Jun 83

NOTE- 21p.; Support provided under the Professional Education and Training for Research Librarianship Program No. 767.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Libraries; Computer Oriented Programs; *Data Analysis; *Data Collection; Guides; Higher Education; *Information Retrieval; Library Catalogs; Online Systems; *Search Strategies; Use Studies

IDENTIFIERS- Library Users; *Online Catalogs

The purpose of this research project was to develop techniques for analyzing user searches of the Syracuse University Libraries Information Retrieval Systems (SULIRS) to enable library staff to identify and test potentially high payoff modifications to the system and/or to user documentation. The first task was an exploratory analysis of recorded user searches to identify the patterns that occur most often. The outcome was a model of user interactions, frequency data, and guidelines for designing an automatic analyzer of recorded searches. The second task was to develop the automatic analyzer, which is now able to summarize the frequency of use of various search codes and the average number of search terms used. It is also able to separate library staff use, library patron use, and external library use. The final task was to vary the versions of user documentation at terminals to determine whether changes in assistance lessened the occurrence of problems. Modifications based on the findings of this study will be introduced into SULIRS, and it is expected that the automatic analyzer will be used to determine how user behavior changes in response to system modifications. Sample printouts from the transaction log are appended. (BBM)

ED 258 619 JC 850 311

Sinclair, Lori
Behavioral Patterns in Mental Health and Mental Illness--Adults: PT IIA.
PUB DATE- 13 Mar 85
NOTE- 37p.; Graduate seminar paper, University of California at Los Angeles.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Allied Health Occupations Education; Community Colleges; *Course Content; Course Descriptions; *Course Objectives; Nursing Education; Psychiatric Aides; Psychiatry; *Psychopathology; Two Year Colleges

A description is provided of "Behavioral Patterns in Mental Health and Mental Illness--Adults," a course for nursing and psychiatric technician students on psychopathology, the dynamics of psychiatric disorders, and the behavioral patterns associated with these disorders. A glossary of instruction-related terms is followed by a course description, which lists major course goals and long-range course objectives; course units; materials of instruction, including required texts, supplemental materials, resources, and audio- visual materials; and notes on the course. The bulk of the paper consists of descriptions, goals, objectives, reading lists and sample test items for each of the following units: (1) Introduction to Behavioral Patterns in Mental Health and Mental Illness; (2) Observation and Understanding of Behavior; (3) Introduction to Maladaptive Behavioral Patterns and Approaches to Treatment; (4) Anxious Behavior; (5) Withdrawn/Schizophrenic Behavior; (6) Depressed Behavior; (7) Suicidal Behavior; and (8) Suspicious/Paranoid Behavior. The final sections explain how students will be evaluated, provide sample final exam questions, present the grading system, and outline procedures for revising the course. Additional information on performance evaluation criteria is appended. (LAL)

ED 258 661 JC 850 376

Palmer, Barry H.
Guidelines for Continuing Education Satellite Programs Held at Sponsoring School Districts.
Lehigh County Community Coll., Schnecksville, Pa.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; *College School Cooperation; Community Colleges; *Continuing Education; *Extension Education; Off Campus Facilities; *Program Administration; Program Development; *Satellite Facilities; Two Year Colleges
IDENTIFIERS- Lehigh County Community College PA

Information about the satellite programs offered by Lehigh County Community College (LCCC) in Pennsylvania is presented, along with guidelines for implementing a program of noncredit courses in local school districts. The initial sections of the paper provide background information on LCCC; explain that the guidelines were developed by LCCC in response to a request from a district superintendent for a program of courses to be housed in that district to serve adults within its taxing municipality; explain changes that were made since the original creation of the guidelines; and discuss LCCC's experiences with teacher and coordinator selection. The guidelines for continuing education programs are presented next, covering registration procedures; fee establishment and collection; responsibilities of the school district, college, and students; personnel policies regarding instructors and the program coordinator; criteria for program continuation; the responsibilities of the program coordinator (e.g., to perform needs assessments, assist in course development, recruit instructional staff, and assume responsibility for registration and scheduling); and direct and indirect costs assumed by the college and the sponsoring school district. Appendices include a coordinator's checklist, and instructor and course evaluation forms. (AYC)

ED 258 675 JC 850 390

Shirazi, Annmarie
Information from 1983 Oklahoma City Community College Graduates. Research Monograph I.
Oklahoma City Community Coll., OK.
PUB DATE- Oct 84
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; Employment Patterns; Followup Studies; Graduate Surveys; Institutional Evaluation; Majors (Students); Participant Satisfaction; Questionnaires; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students

In May 1984, questionnaires were sent to all students who graduated from Oklahoma City Community College (OCCC) between December 1982 and July 1983. A total of 387 questionnaires were mailed, soliciting information on educational objectives, current educational/employment status, college major, ratings of college services, transfer experiences, and occupational experiences. Study findings, based on a 42.9% response rate, included the following: (1) in comparison to previous years, the proportion of students attending OCCC to improve their job skills decreased for the second year in a row; (2) a decrease was also seen in the proportion of students planning to transfer, while those seeking job preparation and attending for personal enrichment increased; (2) the percent of the respondents employed part-time increased for the second consecutive year, while those employed full-time rose to previous levels from the all-time low of 56.7% in 1982; (3) the quality of instruction was rated good or very good by 92.2% of the respondents; (4) 16.9% of the respondents indicated that they had returned to school at OCCC following graduation; (5) 8% of the transferring students in 1982 reported having problems, compared to 17.7% in 1983; (6) 49.0% of the employed graduates were working in a field directly related to their college major; (7) of the graduates who were not employed in an field related to their major, 16.9% had transferred to a four-year school, 10.2% were not sufficiently qualified for a job in their field, 6.6% could not find a job in their field, and 4.8% preferred to work in another field. The questionnaire and item-by-item response data are included. (AYC)

ED 258 704 PS 015 152

Codd, Judith; Bialystok, Ellen
Resolving Ambiguity from Competing Spatial Frames of Reference.
PUB DATE- Apr 85
NOTE- 24p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Age Differences; *Ambiguity; Children; *Cognitive Ability; Cognitive Development; Cues; *Prepositions; *Spatial Ability
IDENTIFIERS- Predicates; *Referents (Linguistics); Spatial Context; Spatial Cues; Spatial Relationships (Sentences)

A 2-part investigation was conducted to examine the ways children resolve the inherent ambiguity of spatial descriptions in terms of cues indicated by the three constituents of spatial propositions: predicate, referent, and relatum. In the first study, it was hypothesized that certain objects, structural markers, and definite articles accompanying the predicate would increase the incidence of intrinsic object-related interpretations of spatial descriptions. A total of 30 male and 30 female subjects participated in the study. Of these, 45 were nursery school children in three age groups (mean ages of 3.3, 4.5, and 6r.5 years). Participating adults ranged in age from 19 to 62 years. Tasks included two verbal items to assess the use of definiteness in linguistic referencing and 24 items to examine the interpretations of ambiguous spatial descriptions. Findings indicated that, in contrast to the other groups, young children's interpretations of spatial locatives rely most heavily on the intrinsic features of the objects being manipulated. Although the 5-year-olds' responses were different from those of the two younger groups, their performance was not like that of adults. Accordingly, a second study was conducted to follow changes across the next 2 years. Mean ages of the 23 males and 22 females assigned to three age groups were 5.6, 6.9, and 7.9. Different cues were found to be relevant for the different ages examined. The 5-year-olds responded according to the object and the marker, while the 6- and 7-year-olds responded according to the presence of the definite article in the predicate. (RH)

ED 258 718 PS 015 215

Goddard, Ann; Smith, Celia
Do Childminders Care?
National Childminding Association, Bromley (England).
PUB DATE- 81
NOTE- 23p.; A report based on replies to a nationwide questionnaire survey carried out jointly by the Low Pay Unit and the National Childminding Association.
AVAILABLE FROM- National Childminding Association, 204/206 High Street, Bromley, Kent BR1 1PP, England (75 pence).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; Comparative Analysis; Early Childhood Education; Family Day Care; Fees; Foreign Countries; Government Role; Insurance; National Organizations; National Surveys; Part Time Employment; School Age Day Care; Taxes; *Teacher Attitudes; Training; *Work Attitudes
IDENTIFIERS- *England

This report outlines the responses of registered childminders to a questionnaire concerning attitudes toward childminding and the perceived usefulness of local and national childminding associations. Members were also questioned about financial matters and conditions of work. Comparisons are made with figures from the National Childminding Association's 1978 survey on such dimensions as overminding (i.e., taking too many children into care), caring for school-age children, childminders' fees, and claims for free milk. Specifically, contents describe childminders' attitudes about training, local authority and government support, local childminders' groups, the national association, and childminding in general. Also described are findings concerning income tax, national insurance contributions, trade union membership, continuity in childminding, childminders holding two jobs, and insured childminders. Comments are made on recommendations for a comprehensive state funded day care system, direct employment of childminders, training and support for childminders, and activities of the national association. The final section offers conclusions and recommendations concerning support for childminders, subsidies to improve childminders' earnings, and the role of the National Childminding Association. (RH)

ED 258 351 EA 017 849

Drahmann, Theodore
The Many-Splendored Role of Catholic School Principals.
PUB DATE- 9 Apr 85
NOTE- 23p.; Paper presented at the Annual Meeting of the National Catholic Educational Association (St. Louis, MO, April 8-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Board Administrator Relationship; *Catholic Schools; Church Role; Evaluation; Laws; Money Management; Parent Associations; Parent School Relationship; *Principals; Public Relations; Religious Organizations; *Role Models; School Community Relationship; Teacher Administrator Relationship
IDENTIFIERS- Instructional Leadership; Saint Paul; *Saints

This paper identifies and attempts to clarify the major roles of a Catholic school principal, with references to many Christian heroes and heroines as examples. Those roles include teacher, teacher of teachers, financier, one who deals with boards of education and parent organizations, one who works with church authorities and religious orders, one who operates under laws, evaluator, and marketing specialist. In summary, Saint Paul should be a model for this position, for he was effective in all of these areas. The presentation concludes with the following practical advice for balancing all these roles: plan well, take advantage of all the helps available, share the administrative burdens, and seize every opportunity to communicate what the school has done. (DCS)

ED 258 365 EA 017 907

Plisko, Valena White, Ed.; Stern, Joyce D., Ed.
The Condition of Education. A Statistical Report. 1985 Edition.
National Center for Education Statistics (ED), Washington, DC.

REPORT NO.- NCES-85-402
PUB DATE- 85
NOTE- 287p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Charts; Dropouts; Educational Finance; Educational Resources; *Educational Trends; Elementary Secondary Education; Enrollment; *Government School Relationship; Higher Education; High School Graduates; *School Statistics; Special Education; State Programs; Statistical Studies; Statistical Surveys; *Tables (Data); Teacher Characteristics; Teacher Distribution; Teacher Motivation; Teacher Supply and Demand
IDENTIFIERS- *Department of Education

This document is the eleventh annual report of the National Center for Education Statistics, issued in response to its continuing mandate to report full and complete statistics on the conditions of education in the United States. The report employs a chartbook format to convey statistical information in a nontechnical way to a general audience. Along with the narrative, each topic entry consists of a table along with a chart highlighting the data in the table. The first part is an overview of trends in (1) elementary/secondary education (enrollment, resources, finance, performance, and state activities to improve performance); and (2) higher education (enrollment, resources, finance, and degrees). Special emphasis is given in subsequent chapters to (1) elementary/secondary school teachers (teacher supply and demand, characteristics of teachers, teacher certification, and teaching incentives); and (2) educating handicapped students (the national perspective and family background as it relates to provision of special education); and (3) the transition from high school (high school dropouts and re-entrants, terminal degree graduates, and postsecondary education participants). An appendix provides data sources and definitions of selected terms, and a cumulative index lists topics and data shown in volumes published from 1982 to 1985 inclusive. (TE)

ED 258 464 FL 015 092

Humanistic Approaches: An Empirical View. ELT Documents 113.

British Council, London (England). English Language and Literature Div.

REPORT NO.- ISBN-0-08-030303-X
PUB DATE- 82
NOTE- 137p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Education; Classroom Communication; *Classroom Techniques; Computer Assisted Instruction; Dramatics; Educational Philosophy; *English (Second Language); Group Dynamics; *Humanistic Education; Interviews; Questioning Techniques; Remedial Instruction; *Second Language Instruction; *Second Language Learning; Self Disclosure (Individuals); Self Esteem; Teaching Methods
IDENTIFIERS- Silent Way (Gattegno); Suggestopedia

A collection of papers on humanistic approaches to instruction in English as a second language includes: an introduction (Patrick Early); "Humanism" (Earl W. Stevick); "Some Humanistic Doubts about Humanistic Language Teaching" (Christopher Brumfit); "Self-Confidence Through Self-Disclosure: The Pursuit of Meaningful Communication" (Gertrude Moskowitz); "Exquisite Corpses, Men of Glass and Oulipo: Harnessing the Irrational to Language Learning" (Alan Maley); "Off Stage: Informal Drama in Language Learning" (Margaret Early, Carole Tarlington); "Awareness Activities for Teaching Structures" (Mario Rinvolucri); "A Humanistic Philosophy of Education" (Jennybelle Rardin); "Interviewing in the Group Life of Community Language Learning" (Paul G. La Forge); "CLL: A Way Forward?" (Rod Bolitho); "Learner-Centred Remedial Work: A Humanistic Approach" (Henry Daniels, Denny Packard); "Designer's Needs versus Learner's Needs: Conversation in the Classroom" (Patrick Early); "How Real Is a Computer Simulation?" (John Higgins); "Suggestope[illegible] and the Adult Language Learner" (Peter O'Connell); and "The Silent Way: Evaluating an Experience" (Arthur McNeill). (MSE)

ED 258 507 HE 018 417

Sorcinelli, Mary Deane
Faculty Careers: Personal, Institutional and Societal Dimensions.
PUB DATE- Feb 85
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Environment; *College Faculty; Employment Practices; Faculty College Relationship; *Faculty Development; Faculty Workload; Financial Needs; Governance; Higher Education; *Incentives; Institutional Research; *Job Satisfaction; *Personnel Policy; Policy Formation; Questionnaires; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Role; Work Attitudes

The interests and needs for professional development of 112 Indiana University faculty were studied, through interviewing and questionnaire administration. The faculty ranks in this sample approximated the full-time faculty population: assistant professors (21 percent), associate professors (30 percent), and full professors (49 percent). In addition to the faculty roles of teaching, research, and service, influences of career development were identified, including the community and academic environment, institutional resources, and satisfactions gained from work. The following obstacles to career development were cited: time, salary, and resources such as graduate student fellowships, internal research support, equipment, and materials. Governance issues, such as administrative attitudes toward faculty, were also mentioned as affecting faculty members' work. Faculty recommendations for enhancing the environment included: reexamining or creating institutional policies, and developing incentives for research, teaching, and service, including released time, internal support, and collegial support. Policy needs concerned faculty evaluation, leaves and sabbaticals, retirement options, and dual careers. Appended are a questionnaire, and interview questions and coding format. (SW)

ED 258 521 HE 018 479

Academic Program Trends in Connecticut Higher Education, 1979-1984. Research Report R-2-85.

Connecticut State Board of Higher Education, Hartford.

PUB DATE- Jun 85
NOTE- 20p.; Printed on colored paper. Some tables contain small print.
AVAILABLE FROM- Connecticut Department of Higher Education, 61 Woodland Street, Hartford, CT 06105.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Programs; *Credit Courses; Degrees (Academic); Higher Education; Private Colleges; *Program Validation; State Colleges; *State Standards
IDENTIFIERS- *Connecticut; Public Colleges

The distribution of academic programs in Connecticut as of July 1984 and recent trends in program approval are reviewed. Attention is focused on planned curricula that award certificates or degrees and that comprise five groupings: behavioral and social sciences, general and interdisciplinary studies, humanities, occupational/professional studies, and sciences. Information is provided on: the number of specific accredited programs within each grouping and the degree levels offered; the number of accredited programs at each institution by level of award; the distribution of accredited programs by public/private sector, program grouping, and degree level; new accredited programs by degree level and year; and programs licensed but not yet accredited in Connecticut as of July 31, 1984. More than half of the 1,700 accredited programs were classified as occupational/professional, and two-thirds of new programs were in this grouping; the public sector offered the majority of occupational/professional programs; humanities programs were the second most numerous among program offerings in the state, and over three-quarters of these programs were offered by private colleges; and the private sector is developing more new programs than the public sector, accounting for almost two-thirds of all programs accredited since 1979. (SW)

ED 258 633 JC 850 346

Muraski, Ed J.; Barker, Cherie
An Employer Needs Assessment for Vocational Education: Palomar Community College District.
Palomar Community Coll. District, San Marcos, CA.
PUB DATE- May 84
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Community Surveys; *Educational Needs; *Employer Attitudes; Employment Projections; Employment Qualifications; *Job Training; Occupational Information; Questionnaires; Two Year Colleges; *Vocational Education

A study was conducted to determine the employment needs within the Palomar Community College District. Surveys were mailed to a stratified random sample of 600 North San Diego County employers, requesting respondents to provide information on type and size of business, to rank the occupational programs offered by Palomar according to employment needs, to recommend new programs to be considered in the next 5 years, and to project the number of employees that would be needed in those fields. Study findings, based on responses from 256 (43%) of the employers, included the following: (1) of the responding companies, 16% were classified as construction/apprenticeship, 16% as manufacturing, 14% as hospitality and recreation, 11% as transportation, 10% as business and clerical, and 10% as public services; (2) 68.8% of the respondents represented small businesses, 21.5% medium-sized businesses, and 9.8% large firms; and (3) the programs rated as most important to the employers' needs were accounting, word processing, computer science, office management/clerical, mechanic/general, telecommunications, bookkeeping, banking and finance, escrow, nursing, quality assurance, nurse assistant, machine tool operator, and restaurant manager. The study report includes findings presented by vocational area, additional information from various sources regarding population and employment projections for the San Diego area, a list of responding employers, the goals of the state's 5-year plan for vocational education, and the survey instrument. (HB)

ED 258 747 RC 015 314

Burnes, Judy
Colorado Migrant Education Program. 1983-1984 Summary and Evaluation Report.
Colorado State Dept. of Education, Denver.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, D.C. Migrant Education Programs.
PUB DATE- Mar 85
NOTE- 92p.; For related document, see ED 255 352.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Educational Assessment; Elementary Secondary Education; Enrollment; Migrant Children; *Migrant Education; *Migrant Health Services; *Migrant Programs; *Program Effectiveness; *State Programs; Summer Programs
IDENTIFIERS- *Colorado; Migrant Student Record Transfer System

During the 1983-1984 school year, 14 local migrant education projects conducted by Colorado school districts and Boards of Cooperative Services (BOCES) provided educational services to 1,151 migrant students, with 51% formerly migrant and 49% currently migrants. The number of eligible migrant children registered in school increased by 4%; the number of students receiving services dropped 23% due to improved coordination between the Migrant Program and other state and federal programs. Fifty-three percent of the students were from 5 to 9 years old. Approximately 40% of students served received instruction in a language other than English. Migrant projects provided/coordinated educational, health and social services for students; inservice training for staff; and activities to encourage parent involvement. Former students gained an average 3.8 Normal Curve Equivalents (NCEs) in reading and 5.4 NCEs in math. Fifteen migrant summer programs served 2,055 students. Recommendations included continued efforts to register all eligible migrant children; continued efforts to coordinate migrant programs and services with other programs, district staff and parents; improved technical support particularly in information gathering and record keeping; and continued assistance in reading. Figures displaying statistical information are included within narration. Appendix provides excerpts from the 1984 Migrant Health Report, Colorado Department of Health. (PM)

ED 258 382   EC 172 901

Gerber, Paul Jay

A Study of the School to Work Transition for Learning Disabled Students and the Learning Disabled Adult in Society in the Netherlands and Denmark. Final Report, April 14, 1984 to May 26, 1984.

World Rehabilitation Fund, Inc., New York, NY.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 7 Jul 84
NOTE- 35p.; Paper presented at the National Conference on Secondary, Transitional, and Postsecondary Education for Exceptional Youth (Boston, MA, March 7-9, 1985).
GRANT- 22-P-59032/2-02
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adults; Cross Cultural Studies; Delivery Systems; *Education Work Relationship; Foreign Countries; *Learning Disabilities; Secondary Education; Young Adults

The report summarizes findings of 6 weeks spent in the Netherlands and Denmark to study services provided to learning disabled (LD) young adults and adults. The school to work transition for LD students is examined along with the LD adult in society, and comparisons are made between Dutch and Danish approaches. The Dutch system, highly structured and restrictive, is seen to be in transition with increasing emphasis placed on integration. Social pressures such as high unemployment intensify school to work problems, but flexibility is provided in secondary school training. LD adults are absorbed by societal systems with little consideration for school-related problems. Transition programs in Denmark are described as well integrated and highly flexible. Danish Folk High Schools which deemphasize scholastic-specific study are seen as examples of educational diversity. The role of the kurator in the transition process is described, as are the sequences in the Danish vocational education and training programs. Ways in which the Danish system accommodates LD adults and promotes full integration are noted. Implications for U.S. practices are briefly considered. (CL)

ED 258 398 EC 172 918

Hoffman, Marie T.
Dissemination Model Assistance Project (DMAP): Final Report.
NETWORK, Inc., Andover, MA.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jan 85
NOTE- 399p.; Some appendixes may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demonstration Programs; *Disabilities; Elementary Secondary Education; *Information Dissemination; *Information Networks; *Staff Development; State Programs; *Teacher Education; Technical Assistance
IDENTIFIERS- *Dissemination Model Assistance Project

The report describes the Dissemination Model Assistance Project (DMAP), designed to assist state education agencies to comply with requirements of P.L. 94-142 (The Education For All Handicapped Children Act) for a comprehensive system of Personnel Development, specifically the dissemination and adoption of proven practices. The project drew on existing state resources by stimulating current mechanisms for dissemination and adoption. Efforts of the DMAP in four states are detailed: Connecticut and North Carolina (sites of the original Dissemination Assistance Projet), Vermont, and Delaware. Evaluation data indicated that DMAP staff provided four to eight on-site consultation visits to each state and developed 15 replicable products for other interested states. Key features of the approach are seen to include networking, collaborative decision making, outreach to local education agencies, and modeling and coaching as a technical assistance strategy. The bulk of the report is composed of appended information, including the following program products: Connecticut's Promising Practices System Evaluation Report, Delaware's procedural manual for Project IDEA (Identifying and Disseminating Educational Alternatives), North Carolina's Procedural Manual for Model Services for Exceptional Children, and guidelines for Vermont's Building-Based Staff Support Teams Program. (CL)

ED 258 449 FL 015 057

Freytes, Celeste E.; Rivera, Charlene
In-Service Education Models for Classroom Educators to Assess
  Language Proficiency in Bilingual Students. Bilingual Education
  Paper Series Vol. 2 No. 12.
**California State Univ., Los Angeles. Evaluation, Dissemination and
  Assessment Center.**
SPONS. AGENCY- Office of Bilingual Education and Minority Languages
  Affairs (ED), Washington, D.C.
PUB DATE- Jul 79
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
  Use - Teaching Guides (For Teacher) (052) Reports -
  Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Students; Elementary Secondary Education;
  Information Needs; *Inservice Teacher Education; *Language
  Proficiency; *Language Tests; Limited English Speaking; Models;
  Program Design; Student Evaluation; *Teacher Role

As an introduction to two models for teaching teachers to assess bilingual and limited-English-speaking students' language proficiency, legislative and educational perspectives on the need for development of language assessment procedures for this group are outlined and strategies for implementing such procedures are discussed, including community and school needs assessment, initiation strategies, and final implementation approaches. The two models presented, which emphasize the teacher's role in the assessment process, include one in which various agencies are contracted separately by a school district to provide instruction to teachers, and one in which agencies are contracted to manage the inservice education program, with each agency providing a representative to a central coordinating committee. Management considerations concerning program administration, the role of consultant-instructors, patterns of communication, and content for each model are noted, the advantages and disadvantages of the two types are compared, and an example of how one district implemented the second model is provided. (MSE)

ED 258 479 FL 015 108

The English Language Amendment. Hearing before the Subcommittee on the Constitution of the Committee on the Judiciary. Senate, Ninety-Eighth Congress, Second Session on S.J. Res. 167, a Joint Resolution Proposing an Amendment to the Constitution of the United States with Respect to the English Language.

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- J-98-126
PUB DATE- 12 Jun 84
NOTE- 291p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Constitutional Law; *English; *Federal Legislation; Hearings; Language Planning; *Official Languages; Public Opinion; *Public Policy
IDENTIFIERS- Congress 98th

The transcripts of the hearings on Senate Joint Resolution 167, proposing an amendment to the United States Constitution with regard to establishment of English as the country's official language includes: the statements of three committee members (Senators Orrin G. Hatch, Jeremiah Denton, and Dennis DeConcini); the text of the proposed legislation; the testimony of the witnesses (Senators Walter D. Huddleston, Quentin N. Burdick, and Steven D. Symms; former Senator S. I. Hayakawa; Congressmen Norman D. Shumway, and Baltasar Corrada, Gerda Bikales of U.S. English, and Arnoldo S. Torres of the League of United Latin American Citizens), presented chronologically; the witnesses' submitted materials, presented alphabetically; additional materials submitted for the record; and related correspondence. (MSE)

ED 258 493 HE 018 401

Yost, Michael
Predicting Attrition in Admissions Using a Discriminant Model. SAIR Conference Paper.
PUB DATE- Oct 84
NOTE- 15p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Little Rock, AR, October 24-26, 1984). For related document see HE 018 402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Admission; *College Applicants; *College Attendance; *College Freshmen; *Discriminant Analysis; Higher Education; *Mathematical Models; *Prediction; *Student Attrition
IDENTIFIERS- *No Shows; SAIR Conference; Trinity University TX

A mathematical model designed to identify admitted college applicants who pay a tuition deposit but fail to attend the college was tested. A two-group discriminant model was built using 486 Trinity University students who paid deposits and enrolled as freshmen during the 1983-1984 academic year, and 72 persons who paid tuition deposits but did not enroll as freshmen. The variables included in the discriminant model were: verbal and mathematics Scholastic Aptitude Test scores, high school rank, high school grade point average, sex, amount of financial aid provided, and place of residence (in-state or out-of-state). For the 1983-1984 year, a significant difference was found between the two groups. The discriminant weights from this model were then applied to persons who paid deposits for entrance into the 1984-1985 freshman class. In this academic year, the model tested 610 students who paid deposits and enrolled and 79 persons who paid deposits but did not enroll. The second statistical analysis validated the previous year findings of a significant difference between the two groups. The accuracy of prediction was 75 percent for the 1983-1984 group and 68 percent for the 1984-1985 group. (SW)

MEDIA: How Are We Doing? Guidelines for the Development of an Instructional Media System. Part 4. Revised.

Utah State Board of Education, Salt Lake City.

PUB DATE- Mar 85
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Evaluation; Audiovisual Aids; Competence; Elementary Secondary Education; Furniture; Guidelines; *Learning Resources Centers; Library Administration; Library Collection Development; Library Collections; Library Equipment; Library Facilities; Library Personnel; *Library Standards; *Media Specialists; *Program Development; School Libraries

Designed for use by Utah elementary and secondary schools, this manual includes a statement of purpose for school library media programs which outlines the critical components and functions of a successful program. Guidelines cover the following areas: competencies desirable for an effective school media specialist; library media center staffing patterns for schools of all sizes; media center facility and design based on minimal space requirements for reading, browsing, storytelling, reference, individual viewing and listening, administration, display, production, storage, and work; and the general characteristics of a quality media collection, suggested library material types and quantities, and media equipment types and quantities for functional, good, and excellent library collections. The primary goals of excellent school library media management are listed and a library media coordinator evaluation instrument for use in career ladder programs and for administrators to use in evaluating library media coordinators is offered for reference and optional use. (MBR)

ED 258 563 IR 011 718

Via Satellite and Cable. English Summary of the Report of The Swedish Parlimentary Committee on Mass Media, an Inquiry into Cable Expansion and Broadcasting Policy. 1984:65.

Save the Children Federation, Inc.

PUB DATE- 84
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Broadcast Industry; *Cable Television; Communications Satellites; Foreign Countries; *Information Dissemination; Information Services; Legislation; Linking Agents; *Mass Media Effects; *Policy Formation; *Telecommunications; Videotex
IDENTIFIERS- Public Access; *Sweden

The Swedish government appointed a parliamentary committee on mass media in 1982 to investigate the mass media structure of the country. The committee was charged with the drafting of workable principles for the further development and utilization of new techniques, e.g., satellites and cable services. This report outlines the main tesks involved in the charge, and presents a summary of the committee's findings. The committee's charge was to: (1) consider how the new communications technologies might be ranged into a media structure conducive to variety and diversity; (2) recommend stipulations of cultural and mass media policy to be made concerning the expansion of cable systems; (3) put forward recommendations concerning the way new technologies were to be used for mass media purposes; (4) investigate problems arising from media distribution to foreign countries; and (5) recommend cost apportionments between subscribers and levy of payment for network use. This summary report addresses these issues, as well as questions of content liability of cable programs, syndication of cable networks, support for freedom of enterprise in establishing cable networks, and conceivable effects of new media on the population. (JB)

ED 258 605 JC 850 184

The Role of Developmental Education Programs in Providing Educational Excellence.

Illinois Association for Personalized Learning Programs.

PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Compensatory Education; *Developmental Studies Programs; *Educational Quality; *Equal Education; Higher Education; Individualized Instruction; *Remedial Programs

This position paper by the Illinois Association for Personalized Learning Programs (IAPLP) argues that developmental education programs provide the means for improving the quality of education while maintaining equal opportunity and access to higher education. First, a summary of the IAPLP's position on developmental education is presented, along with recommendations concerning statewide and institutional support for developmental education, and the involvement of support services personnel in state and institutional decision making. After a section examining the resurgent national concern for excellence in education, the paper defines developmental education as learning assistance services, special assistance programs, and compensatory education; highlights the place of personalized learning programs within and beyond developmental education; looks at variations in developmental programs; and offers assumptions about developmental students as learners. The next section of the paper focuses on the issue of measuring quality, highlighting measures such as program completion, certification, and job placement rates; increases in grade point averages, test scores, and student persistence, and lowered attrition rates. Next, study findings are cited revealing the extent to which developmental programs in Illinois have achieved quality. A discussion is then provided of the unacceptable alternatives to academic assistance for underprepared students. Finally, the paper stresses the need for the support of developmental education programs as part of Illinois higher education's commitment to quality with equity. (AYC)

ED 258 415 EC 172 935

Hayden, Harvey; And Others
Assessment of Secondary Age Students.
Maine State Dept. of Educational and Cultural Services, Augusta. Div. of Special Education.
PUB DATE- Dec 82
NOTE- 57p.; For related document, see EC 172 936.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Evaluation Methods; *Prevocational Education; *Secondary Education; *Student Evaluation; Testing; *Vocational Education; Work Sample Tests
IDENTIFIERS- *Maine

The guidelines are intended to clarify assessment procedures used with handicapped students in Maine. Based on materials compiled by practitioners in that state, the manual focuses on prevocational and vocational assessments for students in grades 7-12. A three level prevocational (life skills) assessment is proposed, beginning with global assessment and continuing with increasingly detailed analysis of the individual's problems and abilities. Six life skill areas and subskills are outlined: (1) learning and comprehension, (2) manipulative and perceptual skills, (3) motivation, (4) work habits, (5) personal attitudes, and (6) interpersonal relationships. Methods for assessing life skill areas are discussed, including psychometric tests, behavioral observation, examination of school records, and work samples. Vocational assessment is then described in terms of three major components: work sampling, psychometric testing, and critical observation of behavior. Appended material includes a list of psychometric tests for use with handicapped students and examples of self-made work samples. (CL)

Handbook on Mainstreaming: Nonacademic Activities.
New York City Board of Education, Brooklyn, N.Y. Div. of Special Education.
PUB DATE- Feb 82
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Role; *Disabilities; Elementary Secondary Education; Learning Activities; *Mainstreaming; *Program Implementation; Safety; *Staff Role; *Student Attitudes; Teacher Responsibility; Teacher Role
IDENTIFIERS- *New York City Board Of Education

The handbook provides broad guidelines, suggestions, and descriptions of effective mainstreaming practices in New York City Public Schools. An initial section reviews factors related to successful mainstreaming, including effective school environment, strong administrative leadership, and parental involvement. Eight general principles for implementation are considered, including establishing and defining the necessary behaviors for all students, identifying staff responsibilities and preparing parents, outlining safety features for participation, and familiarizing staff and children on student needs. Responsibilities are listed for school administrators, special education teachers, regular education teachers, the Division of Special Education Supervisor, and general school staff. Activity suggestions are offered for facilitating mainstreaming in lunch, assemblies, trips, and special events. Activities are presented for elementary and junior high levels and high school levels. Information is given regarding program and safety considerations, strategies for accomplishing activities, and special considerations in regard to specific students. The guide concludes with a listing of resources on mainstreaming (training materials, books for teachers and students, filmstrips, films and videotapes, and kits). (CL)

ED 258 578 IR 051 174

Devine, Marie E.
Guide to Library Research. A Basic Text for the Undergraduate. Second Edition.
North Carolina Univ., Asheville. Ramsey Library.
PUB DATE- 83
NOTE- 151p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Libraries; Higher Education; *Information Retrieval; *Library Instruction; Library Skills; *Reference Materials; Research Tools; *Search Strategies; Textbooks; *Undergraduate Students

Intended for use by undergraduate students in a required course, Bibliography 101, at the University of North Carolina at Asheville, this manual is designed to teach the fundamentals of doing research in the library. A brief preface and a glossary of useful terms are followed by an introduction to library research which discusses strategies and primary and secondary sources, and provides a checklist for research paper documentation. Individual chapters cover reference works and their use; how to locate books using bibliographies; how to locate books on library shelves using a classification system and a card catalog; how to use specialized indexes to locate parts of books, such as individual essays, short stories, plays, poems, and speeches; periodical and newspaper indexes; government publications; and how to evaluate sources. An appended bibliography lists style manuals in several categories--general, history, science and technology, engineering, social sciences, business and management, critical reviews, and music--as well as seven research guides and nine guides to English usage. (BBM)

ED 258 592 IR 051 189

Charman, Derek
Records Surveys and Schedules: A RAMP Study with Guidelines.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-84/WS/26
PUB DATE- Dec 84
NOTE- 125p.; For related documents, see IR 051 188 and IR 051 210.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Archives; Definitions; Developed Nations; Developing Nations; Guidelines; Institutions; *Policy; Private Agencies; *Program Development; Public Agencies; *Records (Forms)
IDENTIFIERS- *Records Management

Prepared for Unesco's Records and Archives Management Programme (RAMP), this study is intended to introduce workers in archival services to the life cycle concept of records, and to the advantages of establishing a legally authorized and comprehensive program for the orderly disposal of modern institutional records. It is noted that, although the study is based primarily on British, Canadian, Australian, and U.S. practices, the policies and procedures that are explained and summarized can be applied to the records of any public or private institution, and can be adapted to meet the needs of varying administrative traditions and recordkeeping practices. The introduction provides definitions of terminology used and a discussion of the importance and advantages of conducting records surveys. Individual chapters then address authority and control; various aspects of records surveys, including preparation, inventory of records series in individual agency departments, and appraisal; records retention authorization; records schedules; records disposal--the records center; and records scheduling for special categories, i.e., machine readable records, microforms, audiovisual records, and cartographic records. Summary guidelines on the materials presented in this document conclude the report. Twelve sample forms, a select bibliography, and a report on microcomputer use for records scheduling are included. (BBM)

ED 258 620 JC 850 319

State of Wyoming, 1984. Annual Report of the Community College Commission: July 1, 1983 through June 30, 1984.

Wyoming Community Coll. Commission, Cheyenne.

PUB DATE- 84
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Agency Role; College Planning; Community Colleges; *Educational Administration; *Educational Finance; *Enrollment Trends; Planning Commissions; *State Agencies; State Boards of Education; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Wyoming

This annual report discusses activities and accomplishments of the Wyoming Community College Commission for 1984. Introductory material presents a chart of organizational responsibilities for community college education in the state; lists the board members; and describes the role and responsibilities of board members and of the Commission. Next, the objectives and accomplishments of the Commission are presented under the ten major areas of Commission jurisdiction: (1) state agency administration; (2) budget development; (3) education planning, articulation, and curriculum development; (4) statistical compilation and dissemination; (5) college programs; (6) enrollments; (7) capital construction; (8) higher education computer network and telecommunications; (9) intergovernmental relations; and (10) commission direction and policy. Accomplishments of the Commission over the past year are summarized for each of the general program activities and a statement of objectives is proposed to build upon recent developments in each area. (HB)

ED 258 648 . JC 850 361

Siegel, Michael Eric

The Challenges of Improving the Teaching-Learning Process in Computer Studies.

PUB DATE- May 85
NOTE- 14p.; Paper presented at the Annual National Conference on Teaching Excellence and Conference of Administrators (7th, Austin, TX, May 22-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Computer Science; *Faculty Development; *Inservice Teacher Education; *Instructional Improvement; Part Time Faculty; Questionnaires; *Student Evaluation of Teacher Performance
IDENTIFIERS- *University of Maryland University College

In spring 1984, a study was conducted at the University of Maryland's University College to evaluate the effectiveness of computer studies faculty. The student ratings of these faculty members were compared with the ratings given to mathematics faculty and to all other faculty teaching that term. On all three evaluation criteria (i.e., encourages help, grades fairly, and stimulates interest), instructors in computer studies were rated lower than the other two faculty groups. To address the problems revealed by the study, several workshops were organized and administrative procedures were instituted to improve the teaching-learning process in computer studies. A coordinator was assigned to review course syllabi for mandatory features; convene regular faculty meetings to discuss curricular issues; serve as an advisor for textbook selection; and act as a resource for faculty members. Workshops were organized on presentation skills, syllabus construction, and individualized learning styles and their impact on teaching. Information on the analysis of the evaluative data and a teacher evaluation form are appended. (AYC)

ED 258 676 JC 850 391

Shirazi, Annmarie
A Comparison of Fall 1984 Students with Those from Previous Semesters. Research Monograph II and A Comparison of Spring 1985 Students with Those from Previous Semesters. Research Monograph V.
Oklahoma City Community Coll., OK.
PUB DATE- Mar 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Enrollment Trends; Females; Full Time Students; Males; Marital Status; Minority Groups; Part Time Students; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students

These two reports look at trends in fall and spring enrollments at Oklahoma City Community College in terms of the following categories: male, female, full-time, part-time, new students, returning students, graduates, single, married, divorced, average age, Black, White, American Indian, Asian, Hispanic, international, other ethnic/no response, immediate job entry, transfer, continuing education, full-time equivalent/credit hours, and average credit hours. Highlighted findings include the following: (1) fall 1984 headcount enrollment was down 10.3% from fall 1983, while spring 1985 enrollment showed a 2.9% increase over spring 1983; (2) students carried an average load of just under two 3 credit hour classes each; (3) males tended to represent a higher percentage of the enrollments in the spring than in the fall; (4) in fall 1984, the average student age was over 30 for the first time during a fall semester, although the average age during the spring semesters was over 30 in spring 1985 and for each of the preceding 5 years; and (5) the percentage of full- (approximately 15%) and part-time (approximately 85%) students remained fairly stable in both fall and spring semesters. (AYC)

ED 258 690 PS 015 027

Minimum Licensing Requirements for Day Care Centers.
Arkansas State Dept. of Human Services, Little Rock. Div. of Social Services.
REPORT NO.- SS-Pub-002
PUB DATE- May 84
NOTE- 36p.; For related document, see PS 015 028.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Certification; *Day Care Centers; Early Childhood Education; State Legislation; State Licensing Boards; *State Standards
IDENTIFIERS- *Arkansas

The standards outlined in this document compose the minimum licensing requirements for persons or organizations operating a child care facility in Arkansas. Sections of the guide concern the licensing authority and definition of units covered by the authority, center organization and administration, staff, program, discipline, records, nutrition, buildings and grounds, furniture and equipment, safety, care of school-age children, the licensing procedure, alternative compliance, and exemption of centers operated by churches. Appendices provide an immunization schedule; a copy of the Child Care Facility Licensing Act; information about the granting, revocation, denial, or suspension of license; and discussion of "show cause" hearings and appeal procedures. (RH)

ED 258 705 PS 015 158

Slayton, Ann
Kids. They're Worth Every Penny. Handbook on Child Support Enforcement.
Office of Child Support Enforcement (DHHS), Washington, DC.
PUB DATE- 84
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Compliance (Legal); *Financial Support; Human Services; *Law Enforcement; *Parent Responsibility; Resource Materials
IDENTIFIERS- *Child Support; *Child Support Enforcement Services

In this handbook, single parents will find a description of the basic steps to follow in child support enforcement and a discussion of the enforcement methods that get the best results. Specifically, section I explains how to apply for child support enforcement services and tells what they cost. Section II discusses the necessity for locating the absent parent. Sections III and IV concern, respectively, the establishment of paternity and the support order. Section V focuses on enforcing the support order, and section VI addresses the issue of interstate cooperation in obtaining and enforcing support payments. Section VII concludes by offering general suggestions to single parents utilizing the child support enforcement system. Appendices provide a glossary of child support enforcement terms, addresses and telephone numbers of regional offices of the Office of Child Support Enforcement and state child support enforcement offices, and record-keeping forms. (RH)

ED 258 719 PS 015 216

Good Practice in Childminding: A Conference on the Local Authority Role in Childminding (Bromley, Kent, England, November 7, 1984).

National Childminding Association, Bromley (England).

PUB DATE- 7 Nov 84
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Agency Role; Certification; *Child Caregivers; Early Childhood Education; Family Day Care; Foreign Countries; *Government Role; Grants; Guidelines; *Legislation; Racial Bias; *School Districts; Services; *Social Change
IDENTIFIERS- *England

This report includes the opening address and a verbatim report of talks given by the two main speakers at a seminar organized by the National Childminding Association (NCMA) to facilitate further discussion of the document "The Law on Childminding: Guidelines for Good Practice." Also included are a summary of the points raised in discussion and reports from each of four discussion groups. The opening address by Member of Parliament Harriet Harman provides an overview of needs of childminders and the childminding profession and describes the politial/economic context in which those needs will be addressed. The talk by NCMA President Dorothy Day reviews the development of public awareness of the needs of under-fives and increasing professionalization of the childminding field. John Ransford's talk focuses on political, economic, and organizational problems of providing social services to young children and childminders. As he notes, steps taken to deal with these issues include such efforts as short-term funding and planning. Discussion groups focused on the registration process, an anti-racist perspective to childminding, support services, and subsidized childminding. (RH)

ED 258 734 RC 015 120

Tatum, Charles
Geographic Displacement as Spiritual Desolation in Puerto Rican and Chicano Prose Fiction = La Desolacion Espiritual como Resultado del Desplazamiento Geografico en la Prosa Ficcion Puertorriqueno y Chicana.
PUB DATE- Apr 83
NOTE- 34p.; Paper presented at the Conference on "Images and Identities: The Puerto Rican in Literature" at Rutgers University (Newark, NJ, April 5-7, 1983).
LANGUAGE- English; Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alienation; *Immigrants; *Latin American Literature; *Literary Criticism; Mexican American Literature; Prose; Puerto Ricans; *Social Environment; Social Influences; Social Values; Sociocultural Patterns
IDENTIFIERS- *Chicano Literature; *Geographic Displacement

Geographic displacement as spiritual desolation is a theme that bonds Puerto Rican and Chicano literature. The movement of masses of people to the United States and within the United States itself has had and continues to have severe consequences for the Latino population in this country. Two novels, "Down These Mean Streets" by Piri Thomas and "Nobody's Hero. A Puerto Rican Story" by Lefty Barreto, highlight the dehumanizing experiences undergone by Puerto Ricans in New York City. In the case of Chicano writers, the desolation resulting from displacement is not so particularized in the sense that it is not focused on any one city. Rather they offer a more general view of Mexican immigrants making the transition from their native country to the United States or changing from rural to urban settings; "Pocho" by Jose Antonio Villareal and "Chicano" by Richard Vasquez serve as examples of this displacement. The anguish and alienation, however, are similar. Novelists and short story writers have sensitively given form to the anguish and alienation resulting from this uprootedness and the inhospitality of new environments. Their artistic rendering of a social phenomenon merits closer scrutiny by other would-be researchers interested in elucidating the common themes in Puerto Rican and Chicano literature. (PM)

ED 258 352 EA 017 850

Collins, Christopher G.
Helping Children with Behavior Problems (Through In-School Suspension).

PUB DATE- Apr 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Antisocial Behavior; Behavior Change; Behavior Problems; Counseling; *Discipline; Discipline Policy; Elementary Secondary Education; *Problem Children; *Proctoring; Program Descriptions; *Rehabilitation; Remedial Instruction; Student Behavior; *Suspension; Tutoring
IDENTIFIERS- *In School Suspension; Turn Around Program

This article describes an in-class suspension program in a junior high school, designed by the Turn Around Program (TAP) committee of the Myron J. Michael School (Kingston, New York). The committee developed a specific model to fit their needs, emphasizing reform rather than punishment. Suspended students received tutoring, remediation, and individual and group counseling daily in a restricted environment. Goals included helping students return to the mainstream population quickly and permanently, reducing contagious disruptive behavior, increasing self-awareness, and enhancing self-esteem. Other objectives included improving attitudes toward authority, recognizing personal strengths, improving personal deficits, taking responsibility for individual actions, and working out specific home problems. The brief program brought immediate overall benefits, though no systematic research was done and there were no experimental or control groups involved. The program has been re-funded, and presently two classes in two junior high schools are in operation. (Author/TE)

ED 258 465 FL 015 093

The Teaching of Listening Comprehension. ELT Documents Special.

British Council, London (England). English Language and Literature Div.

REPORT NO.- ISBN-0-08-030308-0
PUB DATE- 81
NOTE- 154p.; Papers presented at the Goethe Institut Colloquium (Paris, 1979).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - General (020)
DESCRIPTORS- Class Activities; Classroom Techniques; *English (Second Language); Foreign Students; *Instructional Materials; *Listening Comprehension; *Media Selection; Phonology; *Second Language Instruction; Team Teaching; Visual Acuity

A collection of papers on teaching English listening comprehension includes: "The Use of Authentic Sound Materials for Beginners" (Anuska Nakic); "Empathetic Listening" (Mario Rinvolucri); "The Pedagogic Authenticity of a Text" (Henri Besse); "A Team-Teaching Approach to Lecture Comprehension for Overseas Students" (A. Dudley-Evans, T. F. Johns); "Basic Requirements for Integrated Listening Comprehension Materials" (R. Dirven); "Approaches to the Systematic Construction of an Aptitude for Listening Comprehension" (Maurice Vandermaelen); "The Design of Materials to Foster Particular Listening Strategies" (Shelagh Rixon); "Graded Activities and Authentic Materials for Listening Comprehension" (Harold Fish); "What Are the Limits of Achievement in Listening Comprehension" (Marcel Urbain); and "Viewing Comprehension: 'L'Oeil Ecoute'" (Philip Riley). (MSE)

ED 258 508 HE 018 466

Balfour, Linda, Comp.

Statistical Abstract of Higher Education in North Carolina, 1984-85. Research Report 1-85.

North Carolina Univ., Chapel Hill.
PUB DATE- Apr 85
NOTE- 247p.; Tables contain small print.
AVAILABLE FROM- University of North Carolina, General Administration, P.O. Box 2688, 910 Raleigh Road, Chapel, Hill, NC 27514.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Aptitude Tests; College Applicants; College Faculty; College Libraries; College Transfer Students; *Degrees (Academic); *Enrollment Trends; *Higher Education; Institutional Characteristics; *State Surveys; Student Financial Aid; Teacher Characteristics; Tuition
IDENTIFIERS- *North Carolina

Statistical data on higher education activities in North Carolina, includes simple counts of enrollment and degrees conferred, as well as complex analyses of the flow of student transfers among institutions. The following sections are presented: current enrollment, enrollment trends, undergraduate transfers, degrees conferred, faculty, library resources, costs to students, admissions, student financial aid, student housing, and general. Among the 83 statistical tables are the following: headcount enrollment in state colleges and universities by institution, residence status, full-time and part-time status, and sex; headcount enrollment in community colleges and technical institutes and colleges by institution; average age of total headcount enrollment in the University of North Carolina; home county of in-state undergraduate students by institution; undergraduate transfers to North Carolina institutions by type of institution; number and percent of degrees conferred by North Carolina institutions by field of study, type of institution, and level of degree; academic rank and sex of full-time faculty in North Carolina institutions; undergraduate tuition and required fees combined; average Scholastic Aptitude Test scores of entering freshmen; and financial aid for professional students. (SW)

ED 258 522 HE 018 480

Degrees Conferred by Connecticut Institutions of Higher Education, 1983-1984. Research Report R-1-85.

Connecticut State Board of Higher Education, Hartford.

PUB DATE- May 85
NOTE- 23p.; Printed on colored paper. Some tables contain small print.
AVAILABLE FROM- Connecticut Department of Higher Education, 61 Woodland Street, Hartford, CT 06105.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; College Graduates; *Degrees (Academic); *Educational Certificates; Females; Graduate Students; *Higher Education; Intellectual Disciplines; *Majors (Students); Males; Masters Degrees; Minority Groups; Private Colleges; State Colleges; Undergraduate Students
IDENTIFIERS- *Connecticut; Public Colleges

Information on the 27,063 degrees conferred in Connecticut colleges and universities in 1983-1984 is presented, with attention to discipline and level of the degree and the recipients' gender and minority status. Trends include the following: the total number of degrees conferred showed little change from the previous year in either the public or private sectors; bachelor's degrees comprised 49.9 percent of all awards, followed by associate degrees (22.2 percent), master's degrees (21.6 percent), first-professional awards (3.2 percent), doctoral degrees (1.9 percent), and certificates below the associates (1.1 percent); both sectors awarded a similar number of degrees at the bachelor's level, while most associates degrees were awarded by the public sector; the number of degrees conferred by the public four-year institutions began to drop while there were a stable number of awards by the private four-year institutions; fields in which the number of degrees increased over the previous year were business and management, engineering, and mathematics; women received over half of all awards at the master's level and below, and one-third of all degrees at the doctoral and first-professional levels; and minority students received 6.3 percent of all awards in 1982-1983. (SW)

ED 258 536 IR 011 687

Kieren, Thomas E.
LOGO in Education: What, How, Where, Why and Consequences.
Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- Dec 84
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Education; *Computer Literacy; Curriculum Development; Elementary Secondary Education; Geometry; Instruction; *Instructional Design; Music Education; Problem Solving; *Programing; Research Reports; Robotics; Social Studies; Teacher Education; *Teaching Methods
IDENTIFIERS- *Computer Uses in Education; *LOGO Programing Language

This report provides perspectives from the literature and from consultation with LOGO experts for viewing, evaluating, formalizing, and improving use of the LOGO programming language in education. Contents of the report include: a discussion of the instructional structure of LOGO which centers around its turtle mode, list processing nature, and recursiveness; a description of several levels of LOGO use, including the naive programming stage and two levels representing more insightful programming; a review of debugging, which also occurs at several levels (visual screen level, list editing, logic debugging); and a summary of the nature of language use under LOGO and the relationship of LOGO to the study of geometry. Use of LOGO in teaching robotics, computer literacy, computer science, and problem solving is also discussed, along with organizational patterns of instruction in LOGO and its use in mathematics, art, language, social studies, and music instruction. From the limited research literature, the question of why LOGO should/should not be used and the effects of its use are reviewed, and 13 recommendations offered. An extensive reference list and a 25-item list of LOGO curriculum materials are appended. (MBR)

ED 258 634   JC 850 347

Johnson, John A.; And Others
Professional Development: A Systemwide Approach to a Vital Future.
  Alabama Community, Junior, and Technical Colleges.
PUB DATE- May 85
NOTE- 73p.; Portions of this document were presented at the Annual
  National Conference on Teaching Excellence and Conference of
  Administrators (7th, Austin, TX, May 22-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
  Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Faculty Development; *Professional
  Development; *Program Development; *Statewide Planning; *Teacher
  Workshops; Two Year Colleges
IDENTIFIERS- *Alabama

Materials developed by the Alabama community, junior, and technical colleges as part of a state-funded professional development effort are presented. The first sections provide information on Alabama's systemwide professional development activities; the organization and characteristics of the community, junior, and technical college system; selected characteristics of the two-year college faculty in the state; and the goals, limitations, priorities, and decisions of the professional development task force. The next sections focus on the professional development workshops that are designed and implemented as part of the project. Accomplishments, areas of concern, new initiatives, and milestones are also enumerated with respect to the planning and implementation of the systemwide professional development project. The remainder of the document consists of a workshop manual, focusing on: (1) workshop planning; (2) essential steps and major responsibilities of the instructor/staff planning committee and workshop chairperson; (3) preparing measurable objectives; (4) staff roles and orientation; (5) contacting, selecting, and orienting workshop presenters; (6) budgeting; (7) evaluation; (8) scheduling; and (9) reporting. (HB)

ED 258 662 JC 850 377

A Study of Benefits and Selected Salaries of California Community College Districts.

Kern Community Coll. District, Bakersfield, Calif.

PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Fringe Benefits; *Salaries; *School Personnel; State Surveys; Two Year Colleges
IDENTIFIERS- *California Community Colleges

In an effort to assess the overall fringe benefit programs of community college districts in California and to determine the dollar amounts paid certificated employees, fringe benefit and salary remuneration were calculated for all 70 districts in the state. Study findings included the following: (1) 13 districts offered a "cafeteria plan," whereby employees are given a choice of options for the expenditure of a specific amount of money set aside for fringe benefits; (2) 6 districts with "cafeteria plans" required health insurance as part of the package; (3) 56 districts provided health insurance coverage for employees and dependents; (4) 34 districts provided long-term disability or income protection coverage; (5) 65 districts participated in some sort of dental plan with considerable variation in the amount of district contribution; (6) 56 districts reported that life insurance premiums were paid as part of their fringe benefit package; (7) 32 districts provided vision insurance; (8) 2 districts offered tax-sheltered annuities; and (9) between spring 1984 and spring 1985, salaries plus fringe benefits increased by 5.55 percent. Tables present data on spring 1985 employee fringe benefits by college district and rank the districts according to fringe benefits and minimum salary for employees with a master's degree, without a doctorate, and with a doctorate. (AYC)

ED 258 748 RC 015 315

Elo, Irma T.; Beale, Calvin L.
Natural Resources and Rural Poverty: An Overview. Rural Development, Poverty, and Natural Resources Workshop Paper Series.
Resources for the Future, Inc., Washington, DC. National Center for Food and Agricultural Policy.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 84
NOTE- 142p.; For related documents, see RC 015 316-321.
AVAILABLE FROM- National Center for Food and Agricultural Policy, Resources for the Future, 1616 P Street, N.W., Washington, DC 20036 (free).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Agricultural Laborers; Agriculture; American Indians; Blacks; *Differences; *Economic Factors; Forestry; Mining; *Natural Resources; *Poverty; Poverty Areas; *Regional Characteristics; Reservation American Indians; Rural Development; Rural Farm Residents; *Rural Population; Urban to Rural Migration
IDENTIFIERS- Appalachia; Ownership

Natural resource and poverty relationships are regionally specific and are associated with particular segments of the nation's population, but have no overall direct causal tie. Although employment in natural-resource-based industries in rural areas accounts for only 16% of all rural employment nationally, these industries continue to make important contributions to local economies in particular regions. While the economy in large parts of rural America is unaffected by natural-resource development and more dependent on general economic trends, in certain regions the viability of rural communities and their residents is greatly affected by natural-resource industry. Agricultural laborers, resource-linked Southern Appalachians, rural Blacks of the southern Coastal Plain, and Great Plains and Western Indians are highly poverty-prone nonmetropolitan populations. Programs and policies to address resource-related poverty can't be sweeping but must be tailored to individual settings. To improve incomes through natural resources requires not only development of the resources, but a successful combination of all of the other factors that make a resource economic: capital, labor, technology, management, and markets. (PM)

ED 258 366 EC 172 711

McKay, Ann Lorraine; Jackson, Denise

R.M.P. Rhythmic Movement in Practice for Language Acquisition with Severely-Profoundly Multihandicapped Students.

PUB DATE- Apr 85
NOTE- 31p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Language Acquisition; *Movement Education; *Multiple Disabilities; *Severe Disabilities
IDENTIFIERS- *Rhythm

Rhythmic movement in practice (RMP) is an alternative approach for teaching communication skills to severely-profoundly multiply handicapped children. It integrates a motoric program (rhythmic motions) and experience with objects (cues for signals, materials, and equipment used) and utilizes the principles of coactive movement (teacher-child moving in unison). The coactive rhythmic movement helps the child exhibit some form of communicative intent, involving signals and behaviors that allow the child to purposefully interact with and control his/her environment. Five case examples of the approach are described which illustrate development of rapport, environmental awareness, improved social interaction, increased environmental control through gross motor movement, and student imitation skills. (CL)

ED 258 383 EC 172 902

Robertson, Donald R.
John Rennie High School Alternative Learning Program.
PUB DATE- 84
NOTE- 21p.; The program was developed at the John Rennie High School, Pointe Claire, Quebec.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; *Gifted; Program Descriptions; *Program Development; Program Evaluation; Resource Teachers; Secondary Education
IDENTIFIERS- Quebec (Pointe Claire)

The paper charts the development of a gifted program for secondary students in Pointe Claire, Quebec. The program featured an unstructured learning environment maximizing student choices, a resource teacher and facility, and learning experiences outside of school. Selection criteria are explained and a sample behavior rating scale is appended. Budgetary provisions note the expenses for student traveling as well as for outside learning activities. Expected results (including positive attitudes toward school and participation in extracurricular activities) are listed, followed by a list of intended evaluation procedures. The appendices provide student feedback based on interviews and a student questionnaire on the perceived effects of the program. (CL)

ED 258 399 EC 172 919

Ching, Pearl; Hee, Vivian
Resource Guide for Gifted and Talented Programs.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
REPORT NO.- RS-85-7513
PUB DATE- Feb 85
NOTE- 340p.; For related documents, see ED 224 219 and ED 152 035.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; *Gifted; Lesson Plans; Needs Assessment; *Program Development; Program Evaluation; *Program Implementation; *Talent; Talent Identification

Designed for regular classroom as well as special class teachers, the guide is intended to help implement a differentiated curriculum for gifted and talented students. An overview of a synergistic approach to gifted education is followed by a list of 10 major steps in implementing gifted and talented programs. Each of the steps is then examined in separate chapters: (1) program goals and objectives, (2) identification, (3) administrative arrangements, (4) needs assessment of gifted and talented students, (5) differentiated curriculum (including content, process, and product modifications), (6) instruction in the disciplines (suggestions for language arts, mathematics, social studies, science, fine arts, languages, health and physical education, career education, and practical arts and vocational technical education), (7) unit and lesson planning (examples based on such models as the Enrichment Triad, creative problem solving, and critical thinking), (8) implementation of plans, (9) student products and performances, and (10) evaluation (with recommendations for evaluation instruments). (CL)

ED 258 416 EC 172 936

Programming for Secondary Age Handicapped Students: Recommendations.

Maine State Dept. of Educational and Cultural Services, Augusta. Div. of Special Education.

PUB DATE- Nov 81
NOTE- 72p.; For related document, see EC 172 935.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Resources; Curriculum Development; *Disabilities; Program Descriptions; *Program Development; *Program Implementation; *Secondary Education; Vocational Education; Vocational Rehabilitation
IDENTIFIERS- *Maine

This publication is intended to help local school systems plan, implement, and expand programs for secondary aged handicapped students in Maine's public schools. An introductory section examines four major factors: assessment, curriculum, personal and career development, and graduation. The next section contains detailed descriptions of 10 program options: (1) resource programs, (2) consulting teachers, (3) self-contained classes, (4) alternative learning programs, (5) work-study programs, (6) community-based learning, (7) vocational education, (8) job development, (9) sheltered workshops, and (10) residential and day facilities. Suggestions are offered for using community resources in programing, particularly Vocational Rehabilitation and services under the Department of Labor. A list of four personnel competencies is followed by appended material, which includes descriptions of program options in Maine. (CL)

English Teaching Profile: Belgium.

British Council, London (England). English Language and Literature Div.
PUB DATE- Mar 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Correspondence Study; Creative Writing; Educational Planning; Elementary Secondary Education; *English (Second Language); *English Instruction; Foreign Countries; Foreign Language Books; Information Sources; *Instructional Materials; Language Research; Language Role; *Language Teachers; Language Usage; Postsecondary Education; *Second Language Instruction; Teacher Education; Teaching Methods; Testing
IDENTIFIERS- Belgium

A summary of the state of English language instruction in Belgium outlines the role and status of English usage in that country; English instruction at 11 levels of the instructional system, including elementary and secondary education in Flanders, Wallonia, and Brussels, university instruction, examinations, and correspondence courses; English teachers' status, associations, and regulation; materials support; educational administration in relation to English teaching; the development and planning of English instruction; English outside the educational system; British, American,and other agency support of English instruction; commercial opportunities; creative writing; current research; and sources of further information. It is concluded that the complexity of the Belgian political and linguistic situation is reflected in the highly segmented educational system, and that while English is gaining in importance within the systems, the need for instruction in the two native languages continues to have priority. (MSE)

ED 258 494 HE 018 402

Yost, Michael

A Longitudinal Evaluation of the Rate of Flow of Freshman Applications and Freshman Tuition Deposits. SAIR Conference Paper.

PUB DATE- Jun 84

NOTE- 19p.; Paper presented at the Annual Meeting of the Southern Association for Institutional Research (Little Rock, AR October 24-26, 1984). For related document see HE 018 401.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Admission; *College Applicants; *College Freshmen; Higher Education; *Student Recruitment; Trend Analysis; Tuition

IDENTIFIERS- SAIR Conference; *Trinity University TX; *Tuition Deposits

Freshmen recruitment and admissions trends at Trinity University, a small, independent Texas university, are described. Attention is directed to the weekly rates at which freshman applications and tuition deposits were received over a 4-year time period. The patterns of the receipt of applications and deposits were consistent across years. The fluctuations in the rate at which applications were received within a year appear to be influenced more by deadlines set than by any other single factor. Trinity has three such deadlines: November 1, January 15, and March 1. The rate of receipt of applications was highest in the 3 weeks just prior to the January 15th application deadline. In order for a college to be successful at recruiting, consistent weekly gains must be made during the 6-week period ending March 1st. The rate of receipt of deposits is much different from the rate of receipt of applications. The critical time to begin to monitor the rate of receipt of deposits is February 15th, and over 90 percent of tuition deposits are received by April 20th of each year. The rate at which freshman applications are received has implications for the timing of recruiting efforts, and the changing rate at which tuition deposits are received has implications for the timing of an institution's communication with applicants. (Author/SW)

Jelden, D. L.
Operationalizing a Learner-Controlled Education System.
PUB DATE- Aug 84
NOTE- 18p.; Paper presented at the International Conference on Systems Research and Cybernetics (Baden-Baden, West Germany, August 1-5, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Computer Assisted Instruction; Course Content; Diagnostic Teaching; *Individualized Instruction; *Instructional Development; *Learning Theories; *Study Guides; *Systems Development; Task Analysis; Teacher Role
IDENTIFIERS- *Learner Controlled Education System

This paper explains recommended procedures for establishing a computer based, multimedia, computer managed system emphasizing self-paced, individualized instruction as an approach to learner controlled education. The basic components or modules of such a system are briefly described, including student information, instructional analysis, learning activity, and system evaluation. The necessity for a thorough understanding of learning theory and how it ties into classroom operation and material preparation is stressed in a review of applicable learning theories. Computer based education systems are described as the ideal delivery system for implementing a truly individualized system, and the importance of educational analysis in the identification and selection of instructional content and organization of the content into an instructional form is discussed. Also described is an individualized study guide, which contains specific sections on objectives, rationale, behavioral tasks, student assessment, self-tests, student evaluation by the teacher, recommended media, additional assignments, and packet evaluation. A step-by-step general procedure for developing or revising instructional materials for individualized learning is presented. Thirteen references are listed. (MBR)

ED 258 564 IR 011 719

Visual Aids: A Guide for Peace Corps Volunteers. Appropriate Technologies for Development. Reprint R-2.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

PUB DATE- Sep 82
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Communication (Thought Transfer); Community Development; *Developing Nations; *Health Education; *Instructional Materials; Motivation Techniques; *Production Techniques; Slides; *Teaching Methods; *Visual Aids
IDENTIFIERS- India; *Peace Corps

This guide for Peace Corps volunteers emphasizes the importance of visual aids in communicating ideas, concepts, and behavior, and in motivating people to change life patterns. Guidelines for the selection and effective use of materials in health education that will be understood in the target culture are provided. The packet illustrates and explains a variety of visual materials that include: (1) flash cards and flip charts; (2) posters; (3) flannelgraphs; (4) silk screen printing; (5) films; (6) slides; (7) filmstrips; and (8) models. For each of the categories, step by step guidelines for making and using the visual are given, as well as specific examples. Additional information lists supply sources for visual aids and their materials, hints on effective utilization of specific media, and sample visuals with captions in one of several languages. The concluding section presents an example of how visual aids can prove effective in a program of community development in India, using simple materials available in local Indian communities. (JB)

ED 258 606 JC 850 223

Doty, Charles R.
Longitudinal Evaluation of Technical Programs in Community Colleges and Technical Institutes.
PUB DATE- 84
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Evaluation Methods; *Longitudinal Studies; *Program Evaluation; Research Design; *Technical Education; Technical Institutes; Two Year Colleges

Designed to identify sources for planning longitudinal evaluation strategies, this paper provides an overview and bibliography of resources regarding vocational follow-up and presents a conceptual model for longitudinal program assessment. Introductory material highlights major works in the area of vocational program assessment and summarizes the findings of a 1974 study by W. G. Williams and F. A. Snyder of the goals, quality, and methodology of community college/technical institute follow-up systems. Next, the 39-item bibliography of longitudinal study reports and research guides is presented, based on a 1979-84 review of the ERIC database. Finally, "How to Recognize a Quality Technical Education Program" reviews literature on the problem of program quality in vocational education, identifies criteria for quality, and offers a matrix laying out the factors associated with program quality to facilitate evaluation. A 25-item bibliography of materials published between 1973-79 dealing with vocational/technical program evaluation concludes this paper. (AYC)

An Assessment of Developmental and Remedial Education in the University of Nevada System.

Nevada Univ. System, Reno.

PUB DATE- Nov 84
NOTE- 31p.; Graphs and charts contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Developmental Studies Programs; Educational Finance; *Educational Trends; Enrollment Trends; Financial Support; Higher Education; *Remedial Instruction; *Resource Allocation; State Surveys; Universities
IDENTIFIERS- *Nevada

This report discusses trends and issues related to developmental/remedial education in the United States; examines developmental/remedial education efforts in Nevada's public colleges and universities; and presents the results of a study of developmental programs in the two universities and four community colleges in the University of Nevada System (UNS). First, national trends and activities are examined, including Georgia's recommendation that students complete their developmental studies early in their college experience (before they have completed 30 hours of study); California's proposal to establish an academic floor within its community colleges; Florida's consideration of exit examinations for all remedial courses; and Washington's recommendation that remediation be provided through community colleges. Next, information is presented on developmental education enrollments, personnel, course offerings, and allocated funding in the UNS, indicating: (1) there was a trend toward increasing enrollments in developmental courses in the community colleges; (2) less than 2% of the university faculty were devoted to teaching remedial English, while the range in the community colleges was from 4% to 9%; (3) in 1982, community college completion rates for developmental courses ranged from 58% to 72%; and (4) the average for state funding allocated per full-time equivalent student for remedial education was $38.50. Finally, conclusions and recommendations are presented. The survey instrument is appended. (HB)

Norris, Neal A.
Title III Curriculum Enrichment Activity Instructional Support Program Evaluation Report for 1984-1985.
Reading Area Community Coll., Pa.
PUB DATE- Jun 85
NOTE- 62p.; Supported through a Strengthening Program Grant (Title III of the Higher Education Act of 1965). For related documents, see ED 256 420 and JC 850 365.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Instruction; Community Colleges; *Curriculum Development; *Educational Improvement; *Educational Technology; *Professional Development; Program Descriptions; Program Evaluation; Two Year Colleges
IDENTIFIERS- *Instructional Support; Reading Area Community College PA

Designed to inform and guide the work of the Professional Support Committee at Reading Area Community College (RACC) in Pennsylvania as it attempts to refine current instructional support procedures and create new growth initiatives, this evaluative report focuses on the activities and accomplishments of RACC during the third year of its Curriculum Enrichment Activity Project. Section A discusses the process of educational evaluation and different paradigms for evaluation; and presents the sources of data for evaluation of the instructional support program, i.e. a review of program documents and reports; interviews with program staff and participants; anecdotal evaluations from Professional Support Committee members; observations of professional development activities; and faculty surveys. Section B provides qualitative assessments of program accomplishments which include evaluations of the program's activities, achievements, and personnel noting strengths and weaknesses, ways to improve, and impact on the college community. Section C provides quantitative assessments of program facilities and services in the areas of the instructional media production laboratory; the instructional technology laboratory; the professional support center; and the coordinator of curriculum development. Section D provides a summary assessment of the instructional support program. Appendices include user evaluation surveys for the laboratories and professional support center, assessment forms, and book purchases. (HB)

ED 258 691 PS 015 028

Minimum Standards Required for Licensing of Day Care Family Homes.
Arkansas State Dept. of Human Services, Little Rock. Div. of Social Services.
REPORT NO.- SS-Pub-001
PUB DATE- Apr 84
NOTE- 42p.; For related document, see PS 015 027.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Certification; Early Childhood Education; *Family Day Care; State Legislation; State Licensing Boards; *State Standards
IDENTIFIERS- *Arkansas

State licensing requirements for day care family homes in Arkansas are collected in this publication. Contents focus on the licensing authority, definition of a family day care home and application requirements, administration, personnel, program and activities, discipline and guidance, records, food service and nutrition, building and grounds, sleeping and toileting arrangements, health, fire and safety, alternative compliance, and the licensing procedure. Appended materials provide an immunization schedule; a guide to amounts of food considered appropriate for children at different ages; a list of equipment considered appropriate for children of different ages; a copy of the Child Care Facility Licensing Act; information about granting, revoking, denying, or suspending licenses; and discussion of "show cause" hearings and appeal procedures. (RH)

ED 258 434 EC 180 204

Day By Day in English: An ESL-SEDAC Daily Living Skills Resource Activities Guide. Final Edition and Resource Activities Packet, Final Edition.

New York City Board of Education, Brooklyn, N.Y. Div. of Special Education.

PUB DATE- Aug 84

NOTE- 254p.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Curriculum Guides; *Daily Living Skills; *Disabilities; Elementary Secondary Education; *English (Second Language); Learning Activities; Lesson Plans; *Limited English Speaking; *Second Language Instruction; Special Education

The guide provides daily living experiences built around topics of interest to limited English speaking students in special education programs. Units are organized around eight themes: (1) at school; (2) living at home; (3) community, communication, and travel; (4) clothing and seasons; (5) shopping and food; (6) health, hygiene, and safety; (7) recreation; and (8) jobs and careers. Each unit contains general suggestions, specific daily living tasks, English vocabulary, and linguistic structures and idioms. In addition, each unit has sample lesson plans, followed by dialogues, stories, games and writing activities for beginner, intermediate, and advanced level students of English as a Second Language. The accompanying resource activities packet provides art work and activities for duplication. (CL)

ED 258 450 FL 015 059

Gibson, Robert E.
State of the Art of Pacific Bilingual Education. Bilingual Education Paper Series Vol. 4 No. 10.
California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center
SPONS. AGENCY- Off[illegible] of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- May 81
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Bilingual Education; *Educational Needs; Federal Legislation; Instructional Materials; *Language Usage; *Program Administration; Program Descriptions; *Program Design; Program Effectiveness
IDENTIFIERS- American Samoa; Guam; Micronesia; *Pacific Islands

A discussion of the state of bilingual education in the Pacific islands administered by the United States (Guam, American Samoa, and Micronesia) begins with background information on the patterns of education and language use in the region and in each separate area. The current status of bilingual education programs and support projects is described, and the lack of materials and program assessment is discussed. Special considerations of program development in these areas are noted, including costs, isolation from universities, need for materials, lack of continuity in administrative personnel, research needs, and low funding. The general recommendation is for a federal commitment to bilingual education basic programs, teacher training, materials development, and research on program effectiveness. Specific recommendations are also made for each area of special consideration in program development. (MSE)

ED 258 579 IR 051 175

Lasting Benefits for Libraries. The Final Report of the Commissioner of Education, Gordon M. Ambach, to the New York State Legislature on the Library Pilot Projects Organized under Chapter 787, Laws of 1978, Covering July 1, 1983-June 30, 1984, and Summary 1979-1984.

New York State Library, Albany.

PUB DATE- 84
NOTE- 72p.; For related documents, see ED 215 690 and ED 232 678.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Interlibrary Loans; *Library Cooperation; *Library Networks; Pilot Projects; Program Descriptions; Program Evaluation; *Regional Cooperation; *School Libraries; *Shared Services; Statewide Planning; Tables (Data); Union Catalogs
IDENTIFIERS- Library Statistics; *Multitype Library Networks; *New York

This sixth and final report on 14 library pilot projects initiated in 1979 and concluded in June 1984 describes the actions and results of the fifth year of the program and provides summary information on the five years of experience in library resource sharing. It is noted that resource sharing increased dramatically as a result of the pilot projects. School library system interlibrary loans (both within school library systems and between schools and public, academic, and special libraries) increased 24% over 1982-83. Continued union list expansion is also documented, with the compilation of a total of 678,000 union list records reported for books and films and more than 16,000 for magazines. Part I of the report provides for each pilot project information on accomplishments and results, statistics, and names of member libraries and persons responsible for the project. The tables in Part II give overall statistics about the pilot projects. (BBM)

ED 258 593 IR 051 206

Paisley, William
Give Us an "E" for Educational Dissemination (ERIC, Experimentation, Extension, Equity).
PUB DATE- Oct 80
NOTE- 4p.; In: Proceedings of the Annual Meeting of the American Society for Information Science (43rd, Anaheim, CA, October 5-10, 1980), p10-12.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Databases; Elementary Secondary Education; *Federal Programs; Higher Education; *Information Dissemination; Information Science; *Information Systems; *Linking Agents; Models; School Districts
IDENTIFIERS- Educational Information; *ERIC; *Information Equity

Educational dissemination has contributed a number of innovative concepts and strategies to information science. Much-misunderstood ERIC, which combines research reports with policy documents and teaching materials, is one of the first and best examples of a field-oriented rather than discipline-oriented database. Building on ERIC, federal education agencies have experimented continuously with extension or outreach to the school districts. Three extension roles have emerged among agents or specialists who work with the schools; the concept of entitlement helps to explain differences among the roles. Education's strong equity premises have led to the concept of information equity as a prerequisite of equal access and equal treatment. To serve millions of educators in more than 15,000 school districts and 3,000 colleges and universities, innovative dissemination in education should now focus on the concepts of efficiency and economies of scale. (Author)

ED 258 663 JC 850 378

Scharf, John S.
Thirty-eight Partnership Strategies: Industry and Technical Institute.
Kelsey Inst. of Applied Arts and Sciences, Saskatoon (Saskatchewan).
SPONS. AGENCY- Saskatchewan Dept. of Advanced Education and Manpower, Saskatoon.
PUB DATE- May 85
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; Delivery Systems; Institutional Advancement; Job Training; Organizational Change; Productivity; *School Business Relationship; Technical Institutes; Two Year Colleges; Vocational Education

This report presents 38 strategies for cooperation between technical institutions and industry based on activities conducted in Saskatchewan. Section A discusses the need for technical institutes to adapt to demographic, technological, workplace, economic, lifestyle and organization changes and lists some of the trends that may have an impact on the role of these institutions. Section B discusses the concept of partnership, describing different types of cooperation developed between industry and post-secondary institutions, e.g., partnerships, coalitions, networking, sharing, linkages, and interaction. Next, the 38 partnership strategies for industry and educational institutions are presented in four categories: (1) symbolic partnership strategies that are intended to change the way industry and society as a whole perceive the institutes; (2) structural partnership strategies that are designed to increase productivity through realignment of authority or the creation of new organizational units; (3) resource partnership strategies that focus on more effective utilization of staff; and (4) program development and delivery partnership strategies that are designed to increase responsiveness in the creation of programs and improve the flexibility of program delivery. Each of the strategies is presented in a standardized format, containing a description, rationale, and information on cost, benefits, and critical factors for success. The final sections present strategies for change, recommendations, and a summary. (HB)

ED 258 677 JC 850 392

Shirazi, Annmarie
Analysis of Enrollment by Zip Codes Fall 1982 to Fall 1984. Research Monograph IV and Student Enrollment by Majors and Educational Intent. Research Monograph VI.
Oklahoma City Community Coll., OK.
PUB DATE- Mar 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Enrollment Trends; *Majors (Students); *Place of Residence; *Student Educational Objectives; Two Year Colleges; *Two Year College Students

These two reports analyze enrollments at Oklahoma City Community College (OCCC) by zip code between fall 1982 and fall 1984, by student major between spring 1981 and spring 1985, and by student educational goals for spring 1985. Highlighted findings include the following: (1) the enrollment from Oklahoma City showed a steady decline in terms of the percentage of the total enrollment at OCCC, going from 73.66% in fall 1982 to 70.51% in fall 1984; (2) the participation rate of Oklahoma City (enrollments divided by total population) averaged .0098 citywide, ranging from .0028 to .0193 between the least and most represented quadrants of the city; (3) the only institute showing enrollment growth between 1981 and 1985 was the Electronic Information Systems and Mathematics Institute, which was due to growth in the Data Processing and Mathematics programs; (4) steady enrollment growth was seen in the following programs: banking and finance, mid-management, physical therapy technology, communications, data processing, mathematics; (5) Business and Management continued to the be largest institute, and Communication and the Arts had the lowest number of majors; and (6) when asked to identify their educational goals as Special Interest, Job Enrichment, Transfer, Exploratory, Preparatory, Associate Degree, Certificate, or Undecided, the largest number of students indicated Special Interest goals, with the next largest group selecting Associate Degree for Immediate Job Entry. (AYC)

ED 258 706 PS 015 164

Stennett, R. G.
Early Identification Process: Some Facts about Sex, Month of Birth and Socioeconomic Status and Their Relationships to Early Identification Ratings at the Kindergarten Level. Research Report 85-04.
London Board of Education (Ontario). Educational Research Services.
PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; *Cognitive Development; Early Childhood Education; Foreign Countries; *Identification; *Kindergarten Children; Language Skills; Mathematics Skills; *Sex Differences; *Socioeconomic Status
IDENTIFIERS- Ontario

A study of early identification ratings gathered on six cohorts of kindergarten children (N = 14,793) over the school years 1978-79 to 1983-84 revealed substantial relationships between these ratings and students' sex, socioeconomic status, and month of birth. The relationships of early identification ratings in the area of language to these three variables were stronger than to similar ratings in the area of mathematics. The impact of sex, socioeconomic status, and month of birth were additive, with no significant interaction effects. Month of birth had the most effect on early identification ratings: specifically, two or three times the effects of sex or socioeconomic status. (RH)

ED 258 720 PS 015 217

The Law on Childminding: A Discussion Paper on Good Practice.
National Childminding Association, Bromley (England).

PUB DATE- May 84
NOTE- 26p.
AVAILABLE FROM- National Childminding Association, 204/206 High Street, Bromley, Kent BP1 1PP, England (2.50 pounds).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; *Certification; Check Lists; *Child Caregivers; Early Childhood Education; Foreign Countries; *Government Role; Legislation; Services; *Social Responsibility; *Standards
IDENTIFIERS- *England

In 1979, the National Childminding Association published a report on the operation of the Nurseries and Childminders Regulation Act of 1948. That report revealed several unsatisfactory aspects of the 1948 legislation and made several recommendations. In the years since 1979, no changes have been made in legislation or in government guidelines. However, local authorities have changed their attitudes and revised their interpretations of the legislation. The present report is intended to extend such changes and to lead to a unified approach to standards, registration, and support related to childminding in the United Kingdom. Recommended standards concern client, staff, environmental, and program characteristics; administrative procedures; cooperation with local authorities; feeding; diet; health; safety; record keeping; and multicultural minding. Suggestions are made for the procedure of registering childminders and a checklist for registration visits is provided. Also outlined are the elements of a comprehensive support system for childminders. It is pointed out that all of the suggestions made could be incorporated into existing legislation or into guidelines issued by the government and that change is urgently needed due to recent demographic changes and the increasing use of childminders as a service for prevention and rehabilitation. (RH)

ED 258 353 EA 017 851

Collins, Christopher G.
In-School Suspensions.
PUB DATE- Apr 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; *Codes of Ethics; Corporal Punishment; Court Litigation; *Discipline; *Discipline Policy; Discipline Problems; Elementary Secondary Education; Parent School Relationship; Problem Children; *Punishment; Student Behavior; *Student Rights; Suspension
IDENTIFIERS- *In School Suspension

The purpose of this paper is to review the literature regarding some of the past practices of discipline and to explore the changes in discipline that have been made in our schools, the alternatives that have resulted, and a specific approach--in-school suspension--that has taken root in contemporary education as a result of this change. A review of the literature reveals that discipline problems in school are omnipresent. Formerly prevalent disciplinary attitudes were based on the concept of retribution, as manifested in severe punitive actions that were traditionally justified on moral grounds. More recently, compromising attitudes have taken hold that temper discipline with humane sensitivity and that focus on rehabilitation rather than retribution. In-school suspension, while not the panacea originally promised, is nevertheless emerging as one of the more reasonably effective techniques in use today for addressing discipline problems. (Author/TE)

ED 258 466 FL 015 094

Young, John; Lum, John
Asian Bilingual Education Teacher Handbook.
Evaluation, Dissemination and Assessment Center for Bilingual Education, Cambridge, MA.; Seton Hall Univ., South Orange, N.J.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
REPORT NO.- ISBN-0-89857-089-1
PUB DATE- Aug 82
NOTE- 235p.; Handbook was developed by the Asian Bilingual Curriculum Center, Seton Hall University. Document contains some pages with light type.
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Lesley College, 49 Washington Ave., Cambridge, MA 021140.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Americans; *Bilingual Education; Certification; Classroom Techniques; Cognitive Style; Cross Cultural Studies; Cultural Pluralism; Curriculum Development; Elementary Secondary Education; Higher Education; *Immigrants; Instructional Materials; Literacy; Multicultural Education; Program Design; Social Studies; *Student Characteristics; *Teacher Qualifications; Teaching Guides; Teaching Methods

A guide to bilingual education for Asians contains chapters on bilingual and multicultural education characteristics; the learner; Asian and Asian American learners; bilingual program designs, methodology, and classroom activities; instructional materials and resources for Asian bilingual education programs; and teacher competencies, staff development, and certification. Appendixes, which make up 75% of the document include materials on: compiling Asian bilingual curriculum development materials; the question of literacy and its application in Chinese bilingual education; a taxonomy of bilingualism-biculturalism; a Philippine experiment in multicultural social studies; an example of a multicultural alternative curriculum; bridging the Asian language and culture gap; students from Korea; an Asian-American profile; learning styles of Chinese children; the early history of Asians in America; Korean-Americans; Asians as Americans; the Japanese American in the Los Angeles community; Koreans in America, 1903-1945; organized gangs taking refuge in the United States; cultural marginality and multiculturalism as they relate to bilingual-bicultural education; problems in current bilingual-bicultural education; new approaches to bilingual-bicultural education; an outline for a guided study course; a list of competencies for university programs that train personnel for bilingual education programs; inservice bilingual teacher training; state bilingual teacher certification requirements; and behavioral outcomes for bilingual program students. (MSE)

ED 258 523 HE 018 481

Gill, Wanda E.

A Pre-Med Program Model for a Small Historically Black College.

PUB DATE- 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *Black Colleges; *Black Students; Career Counseling; College Bound Students; *College Students; Dental Schools; Higher Education; *High School Seniors; Occupational Aspiration; *Premedical Students; Role Models; Small Colleges; Student Recruitment; Summer Programs; Transitional Programs
IDENTIFIERS- *Bowie State College MD

A Bowie State College program to prepare black students for careers as physicians and dentists is described. The program will recruit seniors from predominantly black Maryland high schools to participate in an intensive summer program prior to college entrance, and will provide continuing services during the college years. Six phases of the program are considered: community outreach/recruitment, a pre-college summer session, an evening and weekend developmental program during the freshman and sophomore years, pairing students with community preceptors during the junior year, informal interviewing by medical and dental schools during the senior year, and followup of students admitted to medical/dental school. The summer program will emphasize math and science. Students will also participate in volunteer experiences at area hospitals, and will be matched with preceptors who are practicing doctors and dentists. In addition to career counseling, students will receive aid in completing medical/dental application forms, interview techniques, and studying for the medical/dental college admissions tests. One program objective is to help at least 30 percent of the program participants gain admittance to medical or dental schools. The budget and pre-medicine and pre-dentistry curriculum are outlined. (SW)

ED 258 537 IR 011 688

International Conference on Education and New Information Technologies (Paris, France, July 9-12, 1984).

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

PUB DATE- Jul 84

NOTE- 510p.; Selected conference papers have been separately analyzed, see IR 011 689-698.

LANGUAGE- English

EDRS Price - MF02/PC21 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Change Strategies; Computer Assisted Instruction; Developed Nations; *Educational Policy; *Educational Trends; Equal Education; Government Role; *Information Science; International Cooperation; Microcomputers; *Policy Formation; Research and Development; Sociocultural Patterns; Teacher Education; Teacher Responsibility

IDENTIFIERS- Computer Uses in Education; Information Society

This compilation of conference materials consists of: programme, inaugural and closing addresses, working group reports, background papers, and a reference document. The principle substantitive items are the working group results and the background papers. Within the overall conference theme of "Education and New Information Technologies," the following topics are covered. Working group reports: (1) policies, strategies, and tools of implementation; (2) impact on learning; (3) changes in curricula; (4) new teaching functions and related training; and (5) software and courseware for a multimedia educational environment. Background papers: (1) policy trends and developments in member countries related to the introduction of new information technologies in elementary and secondary education; (2) trends and issues in higher education; (3) research and development relating to educational applications; (4) software and courseware for a multimedia environment; (5) economic aspects; (6) information society and general education; (7) new teaching functions and implications for new training programs; (8) curricula and institutional structural changes; and (9) impact on learning processes in formal education. A final reference document deals with overall trends and issues and attempts to synthesize the background papers. (MBR)

ED 258 635 JC 850 348

Beckett, Gene

Developmental Education: A Definition.

PUB DATE- 24 Jul 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Curriculum; Community Colleges; *Definitions; *Developmental Studies Programs; Educational Objectives; *High Risk Students; *Remedial Instruction; Student Development; Two Year Colleges

A discussion is provided of the distinguishing characteristics of developmental education. First, the reasons for the lack of a clear definition are discussed, and the consequences of this ambiguity are highlighted in terms of the existing confusion over the purposes of developmental education. Next, the linguistic and theoretical bases of developmental education are explored, with particular emphasis on the two major supporting concepts of developmental age and sequential learning. The following section looks at the definitive features of developmental education within postsecondary education, including: (1) institutional and state policies toward the granting of college credit for developmental courses; (2) the characteristics of the two types of developmental students; i.e., the slow learner and the inadequately prepared student; (3) the goals related to content mastery and personal development that have grown from the need and desire to serve this group of students; (4) the special instructional techniques and curricular features that have been applied to achieve program goals; and (5) the special qualities of developmental educators. (HB)

ED 258 735 RC 015 157

Morris, Judson H., Jr.
Project Teen-Ager - A Skills Exchange Program: High School Students Volunteering with the Elderly in a Rural Community.
PUB DATE- Jul 84
NOTE- 22p.; Paper presented at the National/International Institute on Social Work in Rural Areas (9th, Orono, ME, July 28-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Community Services; Cross Age Teaching; Experiential Learning; Extracurricular Activities; *Helping Relationship; High Schools; *High School Students; Human Resources; Individual Needs; *Older Adults; *Outreach Programs; Program Descriptions; Program Implementation; Quality of Life; *Rural Population; School Community Relationship; Self Esteem; Social Support Groups; *Student Volunteers; Volunteer Training
IDENTIFIERS- *Project Teen Ager SC

Designed to improve self esteem and quality of life for rural adolescents and elderly, Project Teen-Ager enables these groups to exchange knowledge and skills for their mutual benefit. Initial sponsors of the program were Manning High School and South Carolina Community Long Term Care, a state agency for elderly/disabled persons who need help to remain at home. From a student body of 900, 60 students (45 females and 15 males, ages 14-18) volunteered for the project and completed a training program which introduced them to the needs and characteristics of the elderly. Fifteen elderly (13 males and 2 females, ages 57-98) agreed to participate. Needs and skills of students and the elderly were inventoried and used to form complementary teams consisting of four students and one elderly person. In the first 3 months of the project (March-June 1984) students spent a total of 150 hours with their elderly partners--an average of 1 hour per older person per week. Their activities included gardening, housekeeping, cooking, helping with school homework, transporting, talking, and listening. Judging by the active support of community agencies and the positive responses of adolescent and elderly participants, the continuation of Project Teen-Ager seems assured. (JHZ)

ED 258 367 EC 172 736

Action for Prevention. Proceedings of the Virginia Mental Retardation/Developmental Disabilities Prevention Conference (Williamsburg, Virginia, December 14-16, 1983).

Association for Retarded Citizens of Virginia.; Virginia Commonwealth Univ., Richmond. Office of Academic Affairs.; Virginia Developmental Disabilities Planning and Advisory Council, Richmond.; Virginia State Dept. of Mental Health and Mental Retardation, Richmond. Office of Prevention and Information Services.

PUB DATE- Dec 83
NOTE- 208p.
AVAILABLE FROM- Virginia Department of Mental Health and Mental Retardation, P.O. Box 1797, Richmond, VA 23219 (one copy free).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Community Resources; *Developmental Disabilities; Early Childhood Education; Elementary Education; Genetics; Health; Infants; *Intervention; *Mental Retardation; *Prevention; Screening Tests; *State Programs; State Standards

This report of proceedings includes a keynote address "Prevention of Mental Retardation Circa 1983" (G. Tarjan) and eight papers from a keynote panel. Papers include: "Genetic Issues" (G. Oakley); "Impact of Intervention on High-Risk Children" (J. Gallagher); "Perinatal Issues" (G. Avery); "Social Issues" (J. Mercer); "Feasible Goals for Prevention of Mental Retardation and Other Developmental Disabilities" (H. Moser); "Prevention of Developmental Disabilities: Fundamental Considerations for Public Policy" (A. Crocker); "Prevention of Developmental Disabilities: Federal Action" (J. Elder); and "Prevention of Developmental Disabilities: Model State Plan" (R. Guthrie). Following these papers is an address entitled "Prevention in Virginia" by Virginia state governor Charles Robb. Workshop discussions are then summarized for 16 topic areas, including statewide genetic and perinatal care services, prevention of preterm births, newborn and infant screening, environmental hazards of early childhood, and prevention of child abuse and neglect. More than 125 recommendations are made regarding genetics, perinatal health, early childhood, and administration and philosophy. Concluding remarks and comments summarize Virginia's progress and present reactions of state officials to the recommendations. (CL)

ED 258 384 EC 172 903

Burrows, Anne; Krolick, Bettye
Music through Braille. Final Report.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- Dec 84
NOTE- 11p.; Additional funding was provided by Alberta College, C.N.I.B., and the Downtown Kiwanis Club.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Blindness; *Braille; Elementary Secondary Education; Foreign Countries; *Music; Music Activities; Music Education; Summer Programs
IDENTIFIERS- Alberta

The report describes a 1-month summer program at the Alberta College Music Centre (Edmonton) in which six visually impaired students (11-25 years old) were taught music through braille. Daily lessons covered such aspects as braille music signs, sight singing, music dictation, and basic conducting techniques. Extracurricular activities included visits to recording studios and exposure to professional performers. Benefits of the program included gains in both musical and social knowledge and awareness for the students, and increases in positive attitudes to the musical experiences made available to them. (CL)

ED 258 481 FL 015 113

Park, Chong K.
A Handbook for Teaching Korean-Speaking Students.
California State Dept. of Education, Sacramento. Office of Bilingual Bicultural Education.; California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
REPORT NO.- ISBN-0-89755-013-7
PUB DATE- 83
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- *Bilingual Education Programs; Classroom Techniques; *Cultural Differences; Curriculum Development; Educational Attitudes; *Educational Strategies; Elementary Secondary Education; English (Second Language); Ethnicity; Immigrants; Korean; *Korean Americans; Language Attitudes; *Language Patterns; Limited English Speaking; Native Language Instruction; Parent Participation; Second Language Instruction; *Sociocultural Patterns; Student Characteristics; Student Experience; Teacher Recruitment; Teacher Student Relationship; Teaching Guides; Teaching Methods
IDENTIFIERS- California

A handbook designed to facilitate effective instruction of Korean immigrant students in California has five parts. The first gives an overview of the language group, outlining their socioeconomic experience in California and the United States, reasons for immigrating, the Korean educational system, and attitudes toward schooling and involvement with the schools. The second section describes historical and sociocultural factors concerning the Korean language in both Korea and California, including the literacy rate and attitudes, attitudes toward certain language skills, training in and use of English in Korea and within the Korean community in California, community efforts to develop children's language skills, and use of Korean in the California Korean community. The third section discusses Korean linguistic characteristics, such as its history, the distribution of dialects, phonology, grammar, morphology, characteristics of the writing system, and cultural patterns reflected in language use. Section 4 recommends instructional and curricular strategies for Korean and English language development, concerning cognitive factors in primary and secondary language devlopment, readiness skills for formal language instruction, transfer of skills, and development of additive bilingualism, A final section list references, readings, district Korean enrollments, Korean holidays and special events, and organizational, community, and other instructional resources. (MSE)

ED 258 495 HE 018 403

Campbell, Stephen D.; And Others

Analytical Support: Contributions to an Institutional Self-Study. SAIR Conference Paper.

PUB DATE- 25 Oct 84

NOTE- 16p.; Paper presented at the Annual Meeting of the Southern Association for Institutional Research (Little Rock, AR, October 24-26, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Black Students; *College Applicants; College Planning; *Enrollment Trends; Geographic Location; Higher Education; High School Graduates; In State Students; *Out of State Students; *Place of Residence; *Prediction; Self Evaluation (Groups); Trend Analysis; White Students

IDENTIFIERS- SAIR Conference; *University of Virginia

Projections for first-time undergraduate applicants at the University of Virginia were made using historical data on the states in which applicants live and projections that were made in a report entitled "High School Graduates: Projections for the Fifty States (1982-2000). The report was jointly produced by the Western Interstate Commission for Higher Education, the Teachers Insurance and Annuity Association, and the College Board. The historical data and projections of first-time undergraduate applicants to the University of Virginia cover the period 1985-2000. Recent trends in first-time black undergraduate applicants are also examined. Analysis of 6 years of historical data identified 24 states and the District of Columbia from which 97 percent of first-time undergraduate applications were received. Projections from the "High School Graduates" report for each of the 24 states for each year between 1985 and 2000 were entered into a Lotus model. A rate of application was calculated for each state using a 3-to-5-year average. Data are provided on: applications by state for fall 1983, first-time black undergraduate applicant trends for 1979-1984 from in-state and out-of-state applicants, and "High School Graduates" projections for nine states. (SW)

ED 258 509 HE 018 467

Doyle, Ken J.; Seagren, Alan T.

A Contingency Approach to the Management of Innovation in a Climate of Contraction.

PUB DATE- Mar 84
NOTE- 13p.; Paper presented at a Pan-Pacific Conference: A Business, Economic and Technological Exchange (Honolulu, HI, March 26-28, 1984). Reference list contains marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; College Administration; *College Environment; *College Planning; *Educational Innovation; Evaluation Criteria; Higher Education; Institutional Characteristics; Models; Organizational Climate; Organizational Effectiveness; Program Evaluation; Program Implementation; *Retrenchment; *Systems Approach
IDENTIFIERS- *Contingency Approach; Strategic Planning

The impact on an organization's capacity to respond inevitably to changing needs of the many variables affecting the organization is considered, along with a framework for developing innovations, especially in a time when colleges are facing a period of contraction. A contingency approach to the management of innovation focuses on the influence of situational variables in a particular organization. Using this approach, the emphasis shifts from a study of what happened following the implementation or attempted implementation of an innovation, to a proactive concern for the planning of the innovation from the point that a need for it was perceived. A systems model for the application of the contingency approach to manage innovation would involve four stages, requiring administrators to: develop/review performance criteria and identify performance gaps; identify potential innovations to overcome performance gaps and select preferred innovation; examine contingency relationships between system variables and selected innovation and develop the implementation strategy; and implement selected innovation and evaluate effects on organizational performance. In conclusion, the contingency approach to planning and managing organizational innovation takes into account the climate, the organizational characteristics, and the interrelationship between key variables and the organization's performance. (SW)

ED 258 565 IR 011 720

Maring, Gerald H.
What to Tell Parents about Microcomputers.

PUB DATE- Mar 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Far West Regional Conference of the International Reading Association (11th, Portland, OR, March 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; *Decision Making; *Equipment Evaluation; *Family Environment; Instructional Innovation; *Microcomputers; *Reading Improvement; Reading Instruction; Vocabulary Development
IDENTIFIERS- Computer Camps

Designed for use in helping parents to become familiar with their children's microcomputer needs, this guide addresses two important questions: whether parents should provide a computer in the home to assist children in their reading development, and which computer they should purchase. The answer to the first question is a simple yes, but the second is more complicated, and it is recommended that the parents utilize a three phase approach to computer purchases: education in computer terminology, formulation of questions to ask a computer salesperson, and an understanding of the necessity for continual updating of their computer education. To aid in the development of computer literacy, a microcomputer terminology matching quiz provides 23 key computer terms. Phase two presents five important factors for parents to consider before a purchase is made: (1) the brand microcomputer available to the child in school; (2) the availablity of appropriate educational software; (3) cost; (4) warranty, service, and dealer helpfulness; and (5) versatility of the microcomputer. A concluding list of nine suggestions provides hints for keeping children abreast of the microcomputer revolution, including information on computer magazines and books, computer camps, and resources for software evaluation. (JB)

ED 258 607 JC 850 224

Doty, Charles R.; DeCastro, Carolyn

Decision Making Systems and Data Sources for Technical Educations in Community Colleges/Technical Institutes.

PUB DATE- 84
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *College Curriculum; *College Planning; Community Colleges; Computer Oriented Programs; *Curriculum Development; *Decision Making; Guides; *Technical Education; Technical Institutes; Two Year Colleges; *Vocational Education

This annotated bibliography cites sources dealing with two problems: (1) deciding which curricula should be developed; and (2) developing curricula efficiently. The sources cited were selected on the basis of availability, applicability to automated technologies, currency, comprehensiveness, practical usefulness, and generalizability. Following an alphabetical index to the materials by topic, citations and annotations are provided for 36 documents, covering the years 1974 through 1984. (AYC)

ED 258 692 PS 015 061

Riley, Dave

Survey Measurement of Father Involvement in Childrearing: A Reliability and Validity Study.

PUB DATE- Apr 85
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Child Rearing; Comparative Analysis; Employment; Family Life; *Fathers; Interviews; *Measurement Techniques; Mothers; *Parent Participation; Questionnaires; Socioeconomic Status; Test Reliability; Test Validity

The purpose of this paper is to describe a specific method of measuring fathers' childrearing involvement. The conceptual scheme underlying the method addresses involvement in routine child care, play with the child, and school-related interactions. Measures involved the father's share of childrearing (as compared with the mother's) and the father's individual interaction frequency in each area of involvement. The sample, 70 non-black fathers of 6-year-olds, was drawn from the larger database of the Comparative Ecology of Human Development Project at Cornell University. Overall, among child development, socioeconomic, family demographic, and employment variables, the report card scores of male children were most related to measures of interaction frequency with the father. Father's reported interaction frequency with female children was not found to be positively related to report card scores. Family background variables appeared to be related primarily to the father-mother relationship. Fathers with greater education and white-collar occupations took a greater share of routine child care tasks and school-related responsibilities than did men with less education and blue-collar occupations. As compared with mothers, fathers with more children tended to take a smaller share in involvement with each child. Surprisingly, neither father's nor mother's paid work hours per week were related to the father's amount of involvement. The constructed measures were found to be reliable and valid. (RH)

ED 258 749 RC 015 316

Deavers, Kenneth L.; And Others

Rural Development, Poverty, and Natural Resources: Workshop Paper Series. Part I. Sociodemographic and Economic Changes in Rural America; Rural Policy: An Independent View.

Resources for the Future, Inc., Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 83
NOTE- 55p.; For related documents, see RC 015 315-321.
AVAILABLE FROM- National Center for Food and Agricultural Policy, Resources for the Future, 1616 P Street, N.W., Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Community Development; Definitions; Disadvantaged Environment; Economic Change; Income; Low Income Counties; *Natural Resources; *Policy Formation; *Population Trends; Poverty Areas; Public Policy; *Rural Areas; Rural Development; Rural Urban Differences; Social Change; *Socioeconomic Influences; *Trend Analysis; Urban to Rural Migration

A paper examining recent changes in the social and economic development of rural America--with comments by a different author--and a paper discussing rural policy comprise this workshop collection. Placing the changes of the 1970s in a broader historical perspective and developing a general framework within which to consider the influence of natural resource-related activities on development, the paper by Kenneth Deavers and David Brown describes population distributions, economic structures, rural classifications, classification comparisons, population changes, economic base factors, income levels, and other factors. Conclusions suggest that the connection between rural poverty and natural resource dependence is weak overall. Comments by Ronald Powers describe several natural resource variables not mentioned, disagree with some of the paper's conclusions, and suggest an additional hypothesis on the matter of assisting low-income counties. Suggesting major policy shifts, the final paper, by Edward Blakely, describes five principles: promotion of balanced rural settlements; a more versatile rural development model based on human rather than natural resources; increasing the social and economic opportunities for the disadvantaged in rural areas; integrating physical, social, and human resource development into a new, more integrated rural community development approach; and increasing the capacity of small local governments. (PM)

ED 258 400 EC 172 920

Morgan, Gwen
Public Attention and Concern about Sexual Abuse in Child Care.
Child Care Action Campaign, New York, NY.
PUB DATE- Dec 84
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Day Care; Day Care Centers; *Parent School Relationship; Prevention; *Public Policy; *Sexual Abuse

Two types of response are needed to deal with growing public concerns about the dangers of sexual abuse of children in child care. First, sound and reasonable advice to parents should focus on the comparative statistical safety of child care, clues from children about the possibilities of abuse, the importance of parent monitoring of child care, reporting procedures, and observation of child care staff. Secondly, public policy efforts should attempt to turn public concern to constructive long-term policy decisions. Such directions include impoved resources, better procedures for dealing with complaints, public information, and changes in regulations, such as state licensing improvements and more effective criminal record checks for day care providers and staff. (CL)

ED 258 417 EC 172 937

Surrogate Parent Handbook.

Maine State Dept. of Educational and Cultural Services, Augusta. Div. of Special Education.

PUB DATE- Mar 83

NOTE- 34p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Child Advocacy; *Decision Making; *Disabilities; Elementary Secondary Education; *Special Education; State Agencies

IDENTIFIERS- *Maine; *Surrogate Parents

Designed for surrogate parents, social workers, and educational personnel, the handbook establishes a framework for the Maine Surrogate Parent Program, in which individuals are appointed to act as advocates for exceptional students in the special education decision making process. The following procedures are outlined: (1) identification of exceptional students who require a surrogate parent, (2) appointment of surrogate parents, (3) training of surrogate parents, (4) rights of the surrogate parent, (5) responsibilities of the surrogate parent, (6) limits of the surrogate parent's responsibilities, (7) liability, (8) rights of the educational agency, (9) responsibilities of the educational agency, (10) rights of the state agency, (11) responsibilities of the state agency, and (12) reimbursement for expenses. Appended material includes pertinent regulations from state and federal law and sample forms. (CL)

ED 258 435 EC 180 206

Nutrition Activities Resource Guide.

New York City Board of Education, Brooklyn, N.Y. Div. of Special Education.

PUB DATE- Sep 83
NOTE- 289p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Disabilities; *Eating Habits; Elementary Secondary Education; *Foods Instruction; Lesson Plans; *Nutrition; Physical Fitness; Physical Health

The resource guide suggests activities to help special education students make appropriate choices about their nutritional habits. It is explained that the activities can be infused into other curriculum areas. The guide consists of five themes and includes performance objectives for each: foods eaten at school (planning a school lunch, keeping a lunch diary, making a nutrient mobile); foods eaten at home (identifying a variety of foods, packing lunches, understanding how the body uses food, buying food wisely, recipes for international snacks); foods eaten in restaurants (collecting menus to compare restaurants); foods grown (recipes for snacks, exploring plant growth); and foods eaten by athletes and physically active people (exploring the role of nutrients in growth and development, maintaining physical fitness, planning menus for an athlete). (CL)

Olmedo-Williams, Irma
Functions of Code-Switching in a Spanish/English Bilingual Classroom. Bilingual Education Paper Series Vol. 4 No. 11.
California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Jun 81
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; *Classroom Communication; *Code Switching (Language); Elementary Education; English (Second Language); *Language Dominance; *Language Usage; Monolingualism; Puerto Ricans; Spanish

A study of code-switching in the classroom language use of a group of Ohio third graders used as data over 17 hours of conversation taped in September through December during structured small-group lessons, informal conversations, whole-class lessons, and peer teaching of English to monolingual and Spanish-dominant children. The group included Spanish monolingual, Spanish-dominant, balanced bilingual, and English-dominant students. The study focused on situations in which students used both languages most often. An ethnographic approach was used to analyze the instances and contexts of code-switching and to develop a situation typology. Nine categories of code-switching context were identified: regulatory (to control group behavior); emphasis (to stress a message); attention attraction; lexicalization (lexical need, cultural association, or frequency of use in one language or the other); clarification; instructional (to teach second-language vocabulary); sociolinguistic play (for humor, teasing, punning); addressee specification (to accommodate the linguistic need or choice of the addressee or to exclude individuals from the interaction); and miscellaneous. The considerable use of English, even among some Spanish-dominant students, raises questions about generalizing to children the previous findings about the use of Spanish and English among Spanish-speaking adults. (MSE)

ED 258 551 IR 011 706

Hawkins, Jan; And Others

Paired Problem Solving in a Computer Context. Technical Report No. 33.

Bank Street Coll. of Education, New York, NY. Center for Children and Technology.

SPONS. AGENCY- Spencer Foundation, Chicago, Ill.

PUB DATE- Dec 84

NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavioral Science Research; Classroom Environment; *Cooperation; Elementary Education; Geometry; Interviews; Longitudinal Studies; Microcomputers; Observation; *Peer Relationship; *Problem Solving; *Programing; Student Attitudes; *Student Behavior; Teacher Attitudes; Videotape Recordings

IDENTIFIERS- *LOGO Programing Language

The general nature of collaborative work among peers in classrooms is discussed. This framework is applied to the interpretation of a 2-year study which examined how pairs of children in two classrooms (8- and 9-year-olds; 11- and 12-year-olds) worked together to solve computer programming problems in the LOGO language. It was found that students collaborated more when they worked on microcomputer problems than on other classroom tasks, e.g., math and language arts, probably because of specific features of the technology, the expertise available, and the status of the work. There was, however, a wide variation among pairs in the interactions that occurred. For some pairs there was very little planning or evaluation throughout the task, while other pairs engaged in a great deal of planning. When planning occurred, students almost always engaged in some form of negotiation. More evaluative discussion of work occurred in later problem solving sessions. Students were not greatly involved in or successful at explaining a course of action before proceeding with it. There was consistency in the types of interactions that occurred at the beginning and after a year's experience with LOGO, with the possible exception of an increase in evaluative discussion. (Author/MBR)

ED 258 580 IR 051 176

National Commission on Libraries and Information Science Annual Report, 1978-1979.
National Commission on Libraries and Information Science, Washington, D. C.
PUB DATE- 24 Apr 80
NOTE- 94p.; For related documents, see ED 191 425, ED 241 013, ED 248 902, and IR 051 177.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Information Science; Information Services; *Library Networks; *National Programs; Periodicals; *Planning Commissions; School Libraries; State Libraries
IDENTIFIERS- *National Commission Libraries Information Science; *White House Conference Library Info Services

This eighth annual report covers the activities of the National Commission on Libraries and Information Science (NCLIS) from October 1, 1978 through September 30, 1979. Information on the background, composition, and role of the commission is provided, followed by descriptions of preparations for the first White House Conference on Library and Information Services, including pre-conference planning, state and territorial conferences and their outcomes, theme and other pre-conferences, development of the White House Conference theme, and the use of computer teleconferencing during the planning process. A new initiative, the Public/Private Sector Task Force, is described, and ongoing activities are reported. These include tasks undertaken by the newly established NCLIS Periodical Advisory Committee, development of a methodology for the Library of Congress national network database design, publication of a special report on school library media centers and networking, and continued support both for the American National Standards Committee Z39, and for a series of consulting skills institutes for state library personnel. Descriptions of liaison activities, plans for the future, and staff and administrative changes during the year complete the report. Appendixes include the NCLIS Act--Public Law 91-345; a summary of the program document, Toward a National Program for Library and Information Services: Goals for Action; lists of members of various NCLIS committees, of publications, and of projects and contracts supported by the commission; a fiscal statement; and a list of the dates of the state and territorial conferences. (BBM)

ED 258 707 PS 015 179

Stenholm, Britta
The Swedish School System.
Swedish Inst., Stockholm.
REPORT NO.- ISBN-91-520-0160-1
PUB DATE- 84
NOTE- 136p.
AVAILABLE FROM- Swedish Institute, Sweden House, Kungstradgarden, P.O. Box 7434, S-10391, Stockholm, Sweden (Kr 20.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Compulsory Education; Day Care; Educational Administration; *Educational Change; Educational Planning; *Educational Policy; *Educational Practices; Educational Trends; Elementary Secondary Education; Foreign Countries; *Government Role; Higher Education; School Personnel; *Social Responsibility; Student Welfare
IDENTIFIERS- *Sweden

This book provides the international reader with an overview of education for children and young persons in Sweden and indicates trends likely to develop over the next 5 or 10 years. Its main concern is with municipal schooling, which today includes preschool education, the compulsory comprehensive schools for all children between the ages of 7 and 16, and upper secondary schools, as well as municipal adult education. Encompassing the goals, content, and organization of schools, the book is designed to describe Swedish schools and their activities in an impartial way. Problems concerning the organization of school work are described, especially as they affect 16- to 18-year-olds in upper secondary school. Main sections of the book describe school reforms from 1950 onwards, municipal responsibilities, state controls, forms of education, distinguishing characteristics of Swedish schooling, social benefits and pupil welfare, administration and allocation of costs, school staff, and educational trends. Appended are lists of state-run institutions of higher education and general and supplementary study programs in higher education. (RH)

ED 258 354 EA 017 852

Ericsson, Samuel E.; And Others
Religious Released Time Education: The Overlooked Open Door in Public Schools.
Christian Legal Society, Springfield, VA. Center for Law and Religious Freedom.

PUB DATE- 82
NOTE- 35p.
AVAILABLE FROM- Publication Sales, Christial Legal Society. P.O. Box 1492, Springfield, VA 22151 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Compliance (Legal); Constitutional Law; Elementary Secondary Education; Guidelines; Program Administration; *Released Time; *Religion; *Religious Education; Religious Organizations; School Schedules; *State Church Separation; Student Rights; Time Blocks

This paper presents arguments in favor of, and legal and constitutional guidelines for, religious released time education programs as a workable counterbalance for those concerned with the trend toward secularism in public education. The guidelines are necessarily general, because laws regarding the authority of school districts to adopt released time programs and the legality of such programs vary from state to state. Using a question-and-answer format, the paper addresses the following issues: (1) arguments for and against the adoption by school districts of a released time program; (2) the authority of local school districts to choose whether to adopt a released time program; (3) who may operate a released time program, and who may participate; (4) basic guidelines for financing and administering released time programs; (5) limits on the amount of time available for religious instruction, and states' power to cut out released time programs by reducing the required minimum number of hours in a school day; (6) informing parents about released time programs and obtaining their consent; (7) division of responsibility for management of such programs between religious organizations and public schools; (8) procedural guidelines for releasing students from public school classes for religious instruction; (9) activities for students not involved in such programs; (10) custodial, elective, eligibility, and state funding credit for released time; (11) public school supervision over content and teaching of released time courses; (12) legal and illegal religious studies in public schools; and (13) crucial distinctions in two contrasting Supreme Court decisions regarding released time. (TE)

ED 258 385 EC 172 904

What Now? Practical Suggestions for Parents of Hearing Impaired Children.

Alberta Dept. of Education, Edmonton. Special Educational Services Branch.

PUB DATE- 85
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Communication Skills; Equipment; Foreign Countries; *Hearing Impairments; *Home Management; Parent Child Relationship; Parent Materials; Parent Participation; *Parent Role; Student Placement
IDENTIFIERS- Alberta

The handbook was designed to offer practical suggestions for parents of hearing impaired children in the areas of home, communication, school, community, and equipment. A section on home management considers such topics as the child's independence, behavior, hobbies, and clubs and groups. Communication ideas offer suggestions for activities to stimulate expressive and receptive language skills. The school is viewed in terms of placement, parent participation, and postsecondary educational planning. Ways in which parents can expose their children to and integrate them in the community are noted. Equipment suggestions focus on selection and maintenance of hearing aides as well as such other equipment as telephones, cameras, and safety devices. A glossary and resource listings are provided, giving organizations that: (1) offer assessment, diagnostic, educational and support services in Alberta; (2) offer postsecondary education in Canada and the United States; or (3) publish materials or manufacture equipment of interest to the hearing-impaired. (CL)

ED 258 594 IR 051 207

Clark, W. Bruce
MICROsearch--A Project to Extend the ERIC Database to Microcomputers.
PUB DATE- Oct 82
NOTE- 4p.; In: Proceedings of the Annual Meeting of the American Society for Information Science (45th, Columbus, OH, October 17-21, 1982), p60-62.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Databases; *Information Retrieval; Man Machine Systems; *Microcomputers; Online Searching; Online Systems; *Search Strategies
IDENTIFIERS- Apple II Plus; *ERIC; *Microsearch; User Cordial Interface

A project at the ERIC Clearinghouse on Information Resources has resulted in the extension of the ERIC database to microcomputer. Small subject-related files for current-awareness purposes are downloaded from the ERIC tapes and are made available for searching with Apple II Plus microcomputers. Since the target audience for this system is non-online searchers, a user interface has been developed which simplifies searching and uses a formatted screen to guide users through the search process. The small amount of material which can be stored on a 5 and 1/4 inch diskette has been compensated for in part by the subject-matter orientation of the individual discs and in part by providing supplementary programs which permit the contents of the discs to be printed, thus producing a bibliography with extensive indexes. Field-testing of MICROsearch has guided its current endeavors--the provision of record entry program to permit local files to be created which can also be searched with MICROsearch, and the development of a special user interface for teaching searching. (Author)

ED 258 608 JC 850 225

Gonzalez, Xavier F.; Waintraub, Jack
Program Requirements and Career Patterns concerning Technical Education.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; Community Colleges; *Curriculum Development; Electronics; Electronic Technicians; Program Design; *Program Development; *Technical Education; Technical Institutes; *Technical Occupations; Two Year Colleges

This paper discusses program requirements and career patterns in technical education with the goal of assisting persons who design community college/technical institute programs to produce technicians to work in a technological environment. The first section describes the five components of the product development cycle in which technicians work and their role in each of these processes; i.e., research to discover new materials and processes; product development; manufacturing; marketing and sales; and installation, maintenance, and service. The second section explains the requirements and criteria for technical education and technician training programs, focusing on the role of mathematics education, microcomputers and microprocessors; and on program needs and requirements. The third section provides information concerning careers and program requirements in electronics, highlighting trends and changes within the field. The final section outlines entrance requirements for technician education and includes an overview of courses and programs required for students interested in the technician field. (HB)

ED 258 622 JC 850 331

Steiner, Stuart
Genesee Community College Self-Study and Evaluation.
PUB DATE- 16 Mar 83
NOTE- 17p.; Paper presented at the Conference on Institutional Self-Assessment (Madison, NJ, March 16, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Evaluation Methods; Institutional Evaluation; Program Descriptions; *Program Evaluation; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Genesee Community College NY

A description is provided of the self-study program review process developed by Genesee Community College (GCC) as an alternative to the traditional Middle States evaluation process. First, the paper examines the history of self-study at GCC from 1980, when a committee was created to coordinate a study of the college which would fulfill accreditation and state reporting requirements; include widespread participation by the college faculty and staff; complement GCC's long-range planning process and strengthen its research capability; encourage interaction within the college community; and promote professional development. Next, the roles and responsibilities of the Self-Study Steering Committee and self-study writers are delineated, and incentives for the participation of faculty members are noted. After listing the topics addressed in program self-studies (e.g., program history, goals, effectiveness measures, cohesiveness, and plans), the paper addresses the improving qualities of the program self-study reports, the importance of information sharing within the internal committee structure, and the dissemination of self-study findings. Finally, the benefits and limitations of GCC's review process are outlined. (HB)

ED 258 650 JC 850 365

Norris, Neal A.
Title III Curriculum Enrichment Activity Individualized Professional Development Program Model Evaluation Report for 1984-85.
Reading Area Community Coll., Pa.
PUB DATE- Jul 85
NOTE- 76p.; Supported through a Strengthening Program Grant (Title III of the Higher Education Act of 1965). For related documents, see ED 256 420 and JC 850 364.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; Community Colleges; Faculty Development; Models; *Professional Development; Program Evaluation; Two Year Colleges
IDENTIFIERS- Reading Area Community College PA

This report presents an evaluation of an individualized professional development program, the Professional Support Program, created at the Reading Area Community College (RACC) in Pennsylvania to provide a climate within which academic faculty and professional staff may enrich their personal and professional capacities to teach students effectively. Section A introduces the RACC Professional Support Program, highlighting the role of the Professional Support Committee in planning developing, initiating, and evaluating activities in the areas of curriculum services, instructional services, professional development services, and program development services. This section outlines the role of the professional development services component in providing organized opportunities for professional growth at the faculty-wide, divisional and individual levels; and describes the "personalized professional development plan" and its role in professional development. Section B provides a qualitative assessment by faculty who developed the personalized professional development plan of personal and professional value. Section C presents a summary assessment of the personalized professional development plan model and discusses six major advantages of adopting the plan. Appendices include book purchases, an evaluation memorandum, the development plan, and a four-page selected bibliography. (HB)

ED 258 678 JC 850 393

Shirazi, Annmarie

Classroom Utilization Review. Research Monograph III and Classroom Utilization Comparing Spring 1984 to Spring 1985. Research Monograph VII.

Oklahoma City Community Coll., OK.

PUB DATE- Apr 85

NOTE- 11p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Classrooms; Community Colleges; *Educational Facilities; Facility Utilization Research; School Surveys; *Space Utilization; Two Year Colleges; *Two Year College Students

Studies were conducted to analyze classroom utilization at Oklahoma City Community College for spring and fall, 1984, and spring, 1985. During all three semesters, there were 68 general purpose classroom areas, although some of the lab areas had classes scheduled in them. Study findings revealed: (1) heaviest classroom usage was between 5:30 p.m. to 8:00 p.m. on Monday through Thursday; (2) in fall 1984, there was particularly heavy usage on Monday evenings with over 100% of the classrooms full (i.e., lab areas were also in use as classrooms); (3) afternoons had the lowest usage, especially on Fridays and from 3:00 p.m. to 5:30 p.m.; (4) mornings after 9:00 a.m. showed fairly good utilization with 50% of the available classrooms in use; (5) the building was more heavily used in spring 1985 than in spring 1984. (AYC)

ED 258 721 PS 015 218

Owen, Sue; And Others
How to Survive As a Childminder: A Handbook.
National Childminding Association, Bromley (England).
PUB DATE- 84
NOTE- 63p.
AVAILABLE FROM- National Childminding Association, 204/206 High Street, Bromley, Kent BP1 1PP, England (1 pound).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Certification; *Child Caregivers; Early Childhood Education; Family Day Care; Fees; Foreign Countries; Guidelines; Insurance; *Nutrition; *Parent Role; *Play; *Program Development; Record Keeping; Taxes
IDENTIFIERS- *England; National Childminding Association (England)

This handbook addresses questions childminders might have as they begin and continue in the job. Discussion focuses on (1) registration; (2) aspects of childminding such as planning, housework, equipment, toys, safety, and health; (3) play, (especially as related to imaginative play, painting, writing and drawing, water, dough, outdoor play, and talking), children with special needs, and children from other cultures; (4) opportunities for continuing education; (5) food service; (6) safety; (7) money and business, including fees, insurance, taxes, and social security; (8) parents; and (9) ways of locating families needing childminding services. Also included are a description of the National Childminding Association and childminders' accounts of the nature and conditions of their work. (RH)

Edwards, Roger H.

Special Education Report. 1983-84. A Report to the Board of Education.

Saint Louis Public Schools, MO. Div. of **Evaluation.**

PUB DATE- 84
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demography; *Disabilities; Elementary Secondary Education; *Handicap Identification; Learning Disabilities; Program Evaluation; Referral; Resource Room Programs; *Screening Tests; *Special Education; Statistical Data; Student Evaluation; Student Placement
IDENTIFIERS- Saint Louis City School District MO

The report examines the status of special education in St. Louis (Missouri) Public Schools. Census data are reported by primary handicap, age, and principle type of service received. Difficulties in the process of diagnosis and assignment of handicap category are revealed, including confusion over eligibility for learning disabled (LD) and educable mentally retarded (EMR) placements. Further time lags associated with the referral process are noted, despite an overall trend toward a more efficient prereferral process at the building level. Difficulties in the district's screening process and followup are analyzed, as are continuing concerns over the increasing number of students classified as LD. High school resource programs for moderately to mildly handicapped students are explained to present scheduling, attendance, and caseload management problems. Recommendations are offered including granting credit for appropriate resource room participation and promoting a higher level of student participation in Individualized Education Program conferences. A cooperative program serving students with severe behavior problems is evaluated. A prospectus for 1984-85 lists areas of evaluation and research need. (CL)

Giangreco, Michael F.
Basic Environmental Control Devices for Persons with Severe Multiple Handicapping Conditions.
Tompkins-Seneca-Tioga Board of Cooperative Educational Services, Ithaca, N.Y.
SPONS. AGENCY- Foundation for Exceptional Children, Reston, Va.
PUB DATE- Apr 85
NOTE- 76p.; Paper based on document was presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
AVAILABLE FROM- National Clearinghouse of Rehabilitation Training Materials, 115 Old USDA Building, Oklahoma State University, Stillwater, OK 74078 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Electromechanical Aids; Elementary Secondary Education; *Multiple Disabilities; Sensory Aids; *Severe Disabilities

The guide presents a non-technical approach to adapting battery-operated and electrical devices for persons with severe handicapping conditions. The material was developed through Project REACH (Reconstructive Equipment Adaptations for Children with Handicaps). Chapter 1 presents rationales for the use of adapted switches and devices, including such considerations as environmental control, motivation, and encouragement of motor, social, and cognitive development. The next four chapters portray through text and illustrations the following procedures: (1) assembling remote control switches, (2) mounting miniature remote control switches for use by persons with handicaps, (3) adapting battery-operated devices for use with remote control switches, and (4) building a switch interface relay. (CL)

Wolfsfeld, Lynn
EDAC Test Collection Catalogue: A Description of Tests for Use in Bilingual Education Programs.
Evaluation, Dissemination and Assessment Center for Bilingual Education, Cambridge, MA.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 81
NOTE- 64p.
AVAILABLE FROM- Evaluation, Dissemination, and Assessment Center, Lesley College, 49 Washington Ave., Cambridge, MA 02140 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Bilingual Education; Chinese; English (Second Language); French; Guides; *Information Sources; Intelligence Tests; Language Dominance; Language Proficiency; *Language Tests; Portuguese; Self Concept; Spanish; *Test Use

The descriptions of 200 tests for a variety of language groups are designed for use with the test file maintained by the Evaluation, Dissemination, and Assessment Center for Bilingual Education (EDAC). The content areas covered include reading, mathematics, self-concept, language dominance, language proficiency, and intelligence. Tests are included for all age ranges, and are produced by commercial publishers and local school districts. They are organized into sections of Chinese-language, French-language, Portugese-language, Spanish-language and English-as-a-second-language tests, tests of general interest, and tests in other languages. Each description includes the test name, author, publisher, date of publication, stated purpose, group or individual administration, intended grade level(s), subareas or subtests, intended language group, administration time, and cost (when available). The specific test components available for review in the EDAC file are also listed. The listing includes most of the tests commonly used in bilingual education programs. (MSE)

Medical Education Funding by Medicare. Hearing before the Subcommittee on Health of the Committee on Finance. United States Senate, Second Session.

Congress of the U.S., Washington, D.C. Senate Committee on Finance.

REPORT NO.- Senate-Hrg-98-1264
PUB DATE- 1 Oct 84
NOTE- 209p.; Portions contain small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Clinical Teaching (Health Professions); *Costs; *Federal Aid; *Financial Support; Government Role; Hearings; Higher Education; *Medical Education; *Public Policy; *Teaching Hospitals
IDENTIFIERS- *Medicare; Social Security Act Amendments 1983

Hearings on the status of medical education funded under the Medicare program are presented, with attention to how the program reimburses hospitals for medical education costs. The Social Security Act Amendments of 1983 provided for a radical reform in hospital payment. By the end of a 3-year phase-in period, the program was designed to set Medicare rates according to a national average payment per diagnosis related grouping. The scheme provided for urban and rural variations and payments, passthroughs for hospital incurred capital costs, and passthrough for the direct cost allocated with graduate medical education and other clinical training activities. An additional adjustment was allowed for the indirect costs of graduate medical education incurred by teaching hospitals, including such things as a sicker patient load, and resident training costs. A background paper covers: the nature of health education activities and the role of teaching hospitals in medical education, including the associated costs and current sources of financing; Medicare's historical and current policies for making payments to hospitals for the costs of education activities; and key issues that have been raised concerning current and future financing for medical education activities. (SW)

ED 258 538 IR 011 689

The Introduction of the New Information Technologies in Education: Policy Trends and Developments in Member Countries. Attached Note.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

REPORT NO.- CERI/NT/84.02
PUB DATE- Jul 84
NOTE- 115p.; Contained in papers of the International Conference on Education and New Information Technologies (Paris, France, July 9-12, 1984), see IR 011 688.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Computer Assisted Instruction; *Computer Software; Curriculum Development; Developed Nations; *Educational Policy; Educational Trends; Elementary Secondary Education; Equal Education; Futures (of Society); *Information Science; Microcomputers; Minicomputers; *Policy Formation; Research Needs; Teacher Education; Teacher Role; Vocational Education

Prepared for use as a background report at a 1984 Organisation for Economic Cooperation and Development (OECD) conference, this document, based on responses to a questionnaire sent to OECD member countries, is divided into two sections. The first part analyzes major policy developments relating to elementary and secondary education and new information technologies in a number of member countries, including their working hypotheses, objectives, priorities, and scales of investments established. Strategies adopted to implement policies are reviewed as well as strategies for introducing new information technologies in education that have emerged spontaneously. Reflection of policies and implementation strategies in the classroom are analyzed including the place of information technology in the curriculum, its role in teaching and learning, and teacher and pupil needs. A discussion of emerging trends, conclusions, and consequent questions for the policy agenda closes this section. The second section depicts primary and secondary education trends in member countries presenting an overview of events of the recent past, present developments, and future trends. Member countries included in the report are Australia, Austria, Canada, Denmark, France, Germany, Iceland, Ireland, Italy, Luxemburg, the Netherlands, New Zealand, Sweden the United Kingdom, the United States, Belgium, Finland, Greece, Japan, Norway, Portugal, Spain, Switzerland, and Turkey. (MBR)

ED 258 566 IR 011 721

Powell, George D.; Deck, Dennis
Where Chapter 1 Has Used the New Technology: Some Bright Patches Against a Dark Background.
PUB DATE- Apr 85
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Educationally Disadvantaged; Elementary Secondary Education; *Equipment Utilization; Federal Programs; *Instructional Improvement; *Microcomputers; *Program Administration; Program Descriptions; Program Improvement; Resource Allocation; School Districts; State Departments of Education; Technical Assistance
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

An increased proportion of Chapter 1 budgets across the country have been directed to the purchase of microcomputer hardware and software. A major reason for this expenditure has been the promise of better instruction, or at least more instruction for Chapter 1 students, without additional staff resources. Although evidence for instructional improvement through microcomputers in Chapter 1 programs is equivocal, this technology has been used by Chapter 1 administrators for such tasks as state-level reporting, sustained gains studies, application writing, evaluation analysis, and budgeting. The four school-based examples of technical assistance to Chapter 1 programs that are highlighted in this paper have proven initially successful. These include a rural parish in Louisiana, a large school system in the Southwest, an urban high school in the Northwest, and the department of education of a western state. Computer uses range from utilization of a file management/spread sheet for allocation of resources, to development of a computer program to decentralize test scoring and reporting functions. This report also provides information on materials used to train Chapter 1 administrators in the proper selection and use of software tools, and concludes with information necessary to request referenced training materials. (JB)

ED 258 636 JC 850 349

Rushing, Joe B.; Johnson, Erma C.
Institutional Commitment to Affirmative Action.
PUB DATE- Apr 85
NOTE- 15p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (65th, San Diego, CA, April 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Affirmative Action; College Presidents; *Community Colleges; *Equal Education; *Equal Opportunities (Jobs); Teacher Recruitment; Two Year Colleges
IDENTIFIERS- *Tarrant County Junior College TX

Tarrant County Junior College (TCJC) was organized in 1965. It adopted its first affirmative action plan in 1973 and has had a plan ever since. Although neither controversial nor wholeheartedly accepted by everyone, the plan has worked. In 1973, 13.9% of TCJC's employees were minority group members; in 1985, there are 1,280 employees with 21.4% minority, with the major percentage increases among faculty and professional groups. The following affirmative action/equal opportunity efforts are among those that have proved effective at TCJC: (1) appointment of a person within the higher ranks of the institution who is responsible for the administration of the affirmative action/equal opportunity activities; (2) appointment of minority group employees in high ranking positions; (3) creation of a welcoming climate; (4) inclusion of minorities as program participants and guests at public programs such as graduations, dedications, and public forums; (5) placement of advertisements in the media to ensure that minority communities are aware of the college; (6) inclusion of minorities in all official publications of the college; (7) communication of the school's commitment to affirmative action to all of the people at the college and to the general public; (8) review of all policies and procedures to assure that they are fair and appear to be fair; (9) advertisement of vacant positions to let employees know what the college's employment needs are; and (10) provision of opportunities for employees to air their grievances, ask questions, and get straight answers. Charts showing affirmative action gains of TCJC are included. (AYC)

ED 258 664 JC 850 379

Richart, Victoria

Handicap Program Management and Evaluation: Comprehensive Plan for the Los Angeles Community College District for the Fiscal Years 1977-79.

Los Angeles Community Coll. District, Calif.
PUB DATE- 85
NOTE- 168p.; For related documents, see ED 148 451, ED 224 508, and ED 247 977.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Disabilities; *Evaluation Methods; Multicampus Districts; *Program Administration; *Program Evaluation; *Special Programs; Two Year Colleges; *Two Year College Students

This report presents a plan for the evaluation of a handicap program as it was implemented at the Los Angeles Community College District (LACCD) in 1977-79. Introductory material notes some of the other publications that deal with the evaluation system used in the LACCD and discuss the implementation of the 1977-79 plan. The next sections of the report highlight the LACCD's overall educational philosophy and its philosophy regarding handicap programs; provide information on the handicapped population to be served by the district, including a breakdown of handicapped student enrollment by disability; present goals for six program areas (i.e., special facilities, special education materials, educational assistance, mobility assistance, transportation, and program development services); and review proposed services and programs. The report provides a summary of the programs and services for the handicapped offered at each college by disability category (i.e., communication, physical, and learning disability); sample student intake forms; a summary of proposed program and service areas; and a review of evaluation procedures. A management and evaluation plan is also presented, identifying the target group, the task to be performed, how the task will be measured, the date of completion, degree of accomplishment, and comments. This section includes a timeline for evaluation of activities. A bibliography is appended. (HB)

ED 258 736 RC 015 221

A Study for Cooperative Sharing of Academic Programs.
Wisconsin Univ., Green Bay. School Services Bureau.
SPONS. AGENCY- Copper Country Intermediate School District, Hancock, Mich.
PUB DATE- Apr 85
NOTE- 114p.; Some pages may not reproduce well due to marginal legibility.
AVAILABLE FROM- School Services Bureau, University of Wisconsin, LLC Plaza, Green Bay, WI 54301 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Education; *Access to Education; Community Support; *Cooperative Programs; Declining Enrollment; *Educational Planning; Educational Strategies; High Schools; Models; Program Development; Program Improvement; School Districts; School Effectiveness; *Secondary Schools; Shared Services; *Small Schools
IDENTIFIERS- *Copper Country Intermediate School District MI; Michigan; Small Towns

A study of Michigan's Copper Country Intermediate School District was undertaken to identify ways nine small secondary schools with declining enrollments could increase educational opportunities for students by cooperative sharing. The 6-month study included analyzing data on each school, identifying factors which might constrain cooperative sharing, identifying alternatives, developing an implementation plan, and providing opportunities for school representatives to participate. The report provides an understanding of the background and complexities of cooperative sharing, a review of the literature showing national trends and existing conditions, and an overview of current cooperative sharing programs in Michigan. Analysis of school district data projects a continued decline in secondary enrollment, examines small class enrollments, compares school calendars, identifies teaching staff 55 years old and older, and assesses physical facilities and mileage between schools. Eight considerations and options for cooperative program sharing are identified: the Michigan State Board of Education's Plan, interest and potential benefits to students, subjects with highest interest for sharing, sharing in school clusters, community sharing, sharing in vocational education center, sharing with higher education, and sharing by telecommunications. An administrative model is proposed for future consideration. Four appendices contain supporting documentation and a directory of organizations in rural education. (CHG)

ED 258 368 EC 172 737

Maring, Gerald H.; Furman, Gail

Seven "Whole Class" Strategies to Help Mainstreamed Youngsters Read and Learn Better in Content Area Classes.

PUB DATE- 84
NOTE- 12p.; For related papers, see EC 172 738-739.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Techniques; *Content Area Reading; *Disabilities; *Mainstreaming; *Reading Instruction; Secondary Education

The paper presents strategies to help regular class teachers help their mainstreamed students read and learn better. The seven teaching ideas are offered for use in "whole class" settings and are designed to benefit both mainstreamed and regular students. Further, the strategies can be used by subject matter instructors who cannot become extensively involved in remedial or individualized instruction. The following ideas are discussed and examples offered: (1) once a week oral reading, (2) pyramiding (helping students classify and subordinate related concepts or terms), (3) exploring texts with students, (4) contextual redefinition, (5) words on the wall (to reinforce key vocabulary), (6) guided reading procedures, and (7) special adaptations for study guides. (CL)

ED 258 436 EC 180 207

Nutrition Activities Guide for Students in Special Education: Citywide Programs.

New York City Board of Education, Brooklyn, N.Y. Div. of Special Education.

PUB DATE- Aug 84

NOTE- 164p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Cooking Instruction; Daily Living Skills; *Disabilities; *Eating Habits; Elementary Secondary Education; *Foods Instruction; *Nutrition; Physical Development; Special Education

The guide is designed to provide special education students with nutrition education in terms of daily living skills. Activities are organized according to five themes: what we eat (awareness of the physical and sensory characteristics of food, identification of food eaten at various meals); how we eat (identification of cutlery, manners, use of napkins); making choices (identifying likes and dislikes); reasons for eating certain foods (identifying non-healthy and healthy foods); and how food is prepared (participating in meal preparation, making a class cookbook of easily prepared foods). (CL)

ED 258 496   HE 018 404

Lundy, Harold W.
Grambling State University's Planning/Budgeting Model: An Integral Component of a Decision Support System. SAIR Conference Paper.
PUB DATE- Oct 84
NOTE- 43p.; Paper presented at the Annual Meeting of the Southern Association for Institutional Research (Little Rock, AR, October 24-26, 1984). Appendix B may be marginaly legible due to light type. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgeting; College Credits; *College Planning; Decision Making; Employment Statistics; Enrollment Trends; Fees; *Financial Policy; Higher Education; Management Information Systems; *Mathematical Models; *Prediction; Resource Allocation; Simulation; State Universities; Student Costs
IDENTIFIERS- *Decision Support Systems; *Grambling State University LA; SAIR Conference

The development of a planning/budgeting model as an integral component of a decision support system is described. The case study approach is used to describe how Grambling State University (GSU) developed the model to improve its financial planning and budgeting processes. The model can be used for tactical and/or strategic planning. The model is discussed as an example of GSU's simulation/forecasting capability. The following four basic computerized data files are used to make extrapolations: credit hours, enrollment, personnel, and fee table. With the data files and output generated from other models, the model can be used to prepare simulations and forecasts about students, faculty, staff, state appropriations, other revenues, expenditures, surpluses, and deficits. An important feature of the planning/budgeting model is that the user can change the data elements. In addition the planning/budgeting model integrates data generated by other models, i.e., the salary planning, enrollment/recruitment, and institutional cost index models. Appendices provide detailed descriptions of the various data elements that are contained in the four basic files. Also included are a list of outputs generated by the planning/budgeting model, and examples of calculations that are performed by the model. (SW)

ED 258 510 HE 018 468

Watts, Larry
Assessment of an Organizational Control System.
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Change Strategies; *College Faculty; Evaluation Criteria; Faculty College Relationship; *Faculty Evaluation; Feedback; Higher Education; *Incentives; Instructional Improvement; Performance Factors; Productivity; Professional Recognition; Scholarship; Standards; Teacher Administrator Relationship; *Teacher Effectiveness; Teacher Motivation
IDENTIFIERS- Contingency Approach

An organizational control system approach was used to investigate a university's attempt to influence faculty behavior in the areas of teaching effectiveness; quality of research, scholarship, and creative pursuits; and quality of service. These standards were used to establish desired performance levels and to provide benchmarks for comparison. Performance dimensions were quantified to provide information for evaluation and corrective action. The evaluation component involved assessing measured performance relative to established standards. The nature and amount of rewards granted were the primary reinforcers of desired behavior. The system components were designed to direct attention, motivate, and reinforce or extinguish behavior. Using the example of a particular college department, the study found that the failure to recognize and incorporate previous performance levels resulted in underutilization of resources, which, in turn, decreased the probability of goal achievement. The university's reward system was based primarily on extrinsic rewards, which were unlikely to optimize faculty motivation. It was concluded that the university needed to be more holistic in its approach to organizational control, and more knowledgeable about the faculty and the work situation. A contingency approach to the system was recommended. (SW)

ED 258 693 PS 015 083

Young Children Learning: A Teacher's Guide to Kindergarten.

New Brunswick Dept. of Education, Fredericton (Canada).

REPORT NO.- ISBN-0-88839-646-X
PUB DATE- 85
NOTE- 136p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Observation Techniques; *Cognitive Development; Curriculum Guides; Early Childhood Education; Educational Objectives; *Emotional Development; Foreign Countries; Guidelines; Instructional Materials; *Integrated Curriculum; *Kindergarten; *Physical Development; Resource Materials; Scheduling; Self Care Skills; *Social Development
IDENTIFIERS- *New Brunswick

The first part of this guide describes how kindergarten children learn and develop and how teachers can enhance children's intellectual, physical, and social development in the context of their activity in a prepared, play-based environment. Topics addressed include physical development, sensory awareness, motor skills, creative movement, skilled actions with others, self-care, social-emotional development, self and others, rules and routines, intellectual development, cognitive processes and abilities, basic concepts and logical thinking, reading and writing, and investigation. The second part describes how to create the special environment, how to organize space, make a schedule, observe, plan activities and trips, use materials, and evaluate the program. Attention is given to organizing space in the classroom; freedom to move in the classroom; playgrounds and gyms; and materials such as water, sand, clay, playdough, painting equipment, fingerpaint, collage, blocks, and wood. The third part provides a few basic resources for setting up the classroom; these include floor plans and lists of equipment, books, records, and activities. (RH)

Castle, Emery N.; And Others
Rural Development, Poverty, and National Resources: Workshop Paper Series. Part II. Income Distribution, Poverty, Natural Resources, and Public Policies: Conceptual and Research Issues.
Resources for the Future, Inc., Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 83
NOTE- 71p.; For related documents, see RC 015 315-321.
AVAILABLE FROM- National Center for Food and Agricultural Policy, Resources for the Future, 1616 P Street, N.W., Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Demography; Economic Factors; Employment Patterns; *Income; Industrialization; *Natural Resources; Policy Formation; *Poverty; Poverty Areas; *Public Policy; Research Needs; *Rural Areas; Rural Development; Rural Nonfarm Residents; Rural Population; Rural Urban Differences; *Trend Analysis; Urban to Rural Migration
IDENTIFIERS- *Transfer Payments

This workshop collection contains a paper which analyzes the actual and potential income and wealth sources of rural inhabitants, an appendix which discusses the effectiveness of current transfer payment programs in reaching the rural poor, and a reviewer's comments. The paper by Emery Castle and Mark Goldstein describes incomes of rural residents in terms of natural resource endowments, natural resource policies, and aggregate economic activity. Also discussed are necessary conditions for effective public policies, and research issues. Findings indicate that rural areas are inhabited mainly by nonfarmers and that the cost of living declines with the size of the community, that primary industries have provided a declining percentage of employment, that public policy results are mixed, and that the welfare of rural people is closely associated with aggregate economic activity. Goldstein's appendix indicates that many of the current transfer programs only account for the demographic differences between rural and urban poor excluding many rural residents and that any program reforms should account for those differences. Philip Raup's comments applaud the paper's breadth, but suggest a few areas which could be expanded upon, including the entry of rural America into the world market, the low rate of net social return from efforts at large-scale resource development, and others. (PM)

ED 258 452 FL 015 061

Cross Currents: A Journal of Language Teaching and Cross-Cultural Communication. Volume XI, Number 2, Fall 1984.

Language Inst. of Japan, Odawara.

PUB DATE- 84
NOTE- 86p.; For an earlier volume, see ED 248 728.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Audiotape Recordings; Book Reviews; Business Communication; *Classroom Communication; *Classroom Environment; *Classroom Techniques; *Cross Cultural Training; *English (Second Language); English for Special Purposes; Foreign Countries; Higher Education; Oral Language; Persuasive Discourse; *Second Language Instruction; Testing

This issue of a biannual journal for interdisciplinary exchange of ideas within the areas of communication, language skills acquisition and instruction, and cross-cultural training and learning includes these articles: "Oral Interactive Testing at a Japanese University" (Eloise Pearson); "Classroom Organisation and the Teacher" (Armand Hughes-d'Aeth); "Using an Unrehearsed Tape for Student-Directed Language Learning" (Patrick Blanche); "Your Breads, Wines, and Cheeses: A Look at English Countability" (Donna J. Brigman); "Argumentation and Audience" (Daniel Horowitz); "Teaching Spoken English in Japan" (Tomoo Tsukamoto); "Using Popularity Contests in ESL/EFL" (Michael Redfield); "Business English Skills: The Evaluation Meeting" (Brian C. Tobin); and "'Rhythm' in the EFL Class" (Michiko Shinohara). A book review is also included. (MSE)

ED 258 482 FL 015 114

Bidlack, Betty M.
The Development of Abstract Noun Definitions.
PUB DATE- 85
NOTE- 31p.; Paper presented at the annual meeting of the American Educational Research Association (69th Chicago, Illinois, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; Adolescents; Age Differences; Children; *Cognitive Development; Definitions; *Language Acquisition; Language Processing; *Nouns; *Semantics; Sex Differences

A study of the development of abstract noun definitions in children and adolescents had as its subjects 120 students evenly divided into age groups of 10-, 14-, and 18-year-olds, randomly selected from students scoring in the 40th to 88th percentiles on the Iowa Test of Basic Skills (for 10-year-olds) and the Tests of Achievement and Proficiency (for the older students). Each subject was interviewed and asked to define eight abstract nouns given in random order. The responses were coded into meaning units, including class, characteristic, criterion, synonym, extension, and negation, and their occurrences were analyzed statistically. Results show a clear pattern of emergence of abstract noun definitions. The occurrence of classificatory, characteristic, and criterion responses increased with age, and the synonym, extension, and negation responses decreased with age. In all age groups, negation played an important part in noun definitions. Few subjects at any age seemed to be aware that their definitions were too broad or too narrow. No significant sex differences or interactions of sex and age were found. The findings suggest that an appropriate task in education is to help students fine-tune their understanding of abstract meanings. (MSE)

ED 258 722 PS 015 223

Lewallen, Martha

An Annotated Bibliography of the Literature Dealing with the Incorporation of Right Brain Learning into Left Brain Oriented Schools.

PUB DATE- May 85

NOTE- 52p.; Exit Project, Indiana University at South Bend.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Annotated Bibliographies; *Cerebral Dominance; *Classroom Techniques; Cognitive Processes; *Cognitive Style; Creativity; Elementary Education; Fantasy; Glossaries; *Holistic Approach; *Learning Activities; Literature Reviews

IDENTIFIERS- *Brain Growth

Articles and documents concerning brain growth and hemispheric specialization, theories of cognitive style, educational implications of brain research, and right-brain learning activities are cited in this annotated bibliography. Citations are preceded by a glossary of terms and followed by a brief review of the assembled literature. Educational implications and recommendations are extracted from the review. In conclusion, thirteen classroom techniques for stimulating the right brain are listed and briefly described. (RH)

ED 258 751 RC 015 318

Hoch, Irving; And Others
Real Income, Poverty, Resources. Rural Development, Poverty, and Natural Resources Working Paper Series, Part III.
Resources for the Future, Inc., Washington, DC. National Center for Food and Agricultural Policy.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 83
NOTE- 74p.; For related documents, see RC 015 315-321.
AVAILABLE FROM- National Center for Food and Agricultural Policy, Resources for the Future, 1616 P Street, N.W., Washington, DC 20036 (free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Agricultural Occupations; Coal; Comparative Analysis; *Cost Indexes; Differences; Economic Factors; Government Employees; *Income; Low Income Counties; Mining; Minority Groups; *Natural Resources; *Poverty; Poverty Areas; *Quality of Life; Regional Characteristics; *Rural Areas; Rural Population; Rural Urban Differences; Teacher Salaries; Wages
IDENTIFIERS- *Cost of Living; Economic Indicators

This paper reports progress on the development of improved measures of income and poverty by accounting for differences in living costs between regions, and on the tracing of relationships between natural resources and income; a reviewer's comments conclude the contents of this workshop collection. The overview describes how a measure of income was developed incorporating a quality-of-life (QOL) index--determined from regional factors--and how it was applied to income data from all 3,140 counties in the United States. Following the overview, sections apply the QOL index to income and poverty. The QOL index is then used to help describe interrelations between income and natural resources by citing three pilot studies which focus on per capita income related to coal production in Kentucky, patterns of irrigated land use in agriculture, and off-farm work and government payments in agriculture. The conclusion considers some critiques of wage differential analysis and of quality-of-life deflation and covers some key implications of the approach. Comments suggest a more "micro" data base for wages and occupations, a more detailed hedonic model, a simultaneous equation framework, and further conceptual development for such measurements. (PM)

ED 258 764   RC 015 333

The Indian Reading Series: Stories and Legends of the Northwest. Level V. Books 1-18.

Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
NOTE- 645p.; For the teacher's manual, see RC 015 332.
CONTRACT- 400-80-0105
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00132-2, $36.00).
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Culture; *American Indian Literature; American Indians; *Childrens Literature; Cultural Background; Cultural Images; Elementary Education; Illustrations; *Legends; *Supplementary Reading Materials; Tribes
IDENTIFIERS- Oral Tradition; *Pacific Northwest Indian Reading and Language Prog; *Pacific Northwest Tribes

Designed as supplementary reading material appropriate for Indian and non-Indian children in the elementary grades, this series of 18 booklets presents 26 stories and legends of Northwest tribes. Stories in this fifth level of the six-level series were developed cooperatively by Indian people from reservations in the Pacific Northwest. Booklets range from 15 to 63 pages in length and contain numerous illustrations by Indian artists. The stories are sequenced and grouped together by type: (1) stories that explain natural phenomena; (2) stories that emphasize Indian cultural values; (3) stories that explain cultural objects, ceremonies, or lifestyles; and (4) stories about spiritual values. The first three stories provide an opportunity to compare and contrast the plateau, coast, and plains regions as well as the pre-contact, reservation, and modern periods of Indian culture. Description of culture stories concern tribal ceremonies, uses of the buffalo, practices observed for the dead, and ways to catch and prepare fish. Stories explaining natural phenomena include "Coyote Arranges the Seasons" and "How Animals Got Their Color." Student activity cards relate to the stories and are designed to promote creativity, expand awareness of Indian culture, and give additional practice in language arts skills. (JHZ)

ED 258 777 RC 015 347

Rendon, Laura I.
Elements of Successful Math and Science Models for Mexican American Students.
PUB DATE- 3 May 85
NOTE- 23p.; Paper presented at the Border College Consortium Southwest Region Education Conference (San Antonio, TX, May 3, 1985). For related document, see ED 242 451.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Preparation; College School Cooperation; Disadvantaged; *Educational Cooperation; Females; *Intervention; *Mathematics Education; Mexican American Education; *Mexican Americans; Minority Groups; Models; Postsecondary Education; *Program Design; *Science Education

Recently established mathematics and science intervention models, designed to increase participation and achievement of Hispanics, women, minorities, and disadvantaged postsecondary students, are reviewed to identify successful organizational designs and key elements. Organizational designs include collaboration between school district, college, or university and industry; college consortium arrangements to work on special projects; institutional block programs to provide academic and student support services to a cluster of math and science students; and student/faculty mentorship. Twenty-six key elements of models designed for Mexican Americans as a main target group are: high level administrative support, departmental commitment and support, collaborative organizational design featuring early student identification and progressive intervention, active staff participation, use of role models, close faculty and counselor contact with students, contact with parents, strong administrative leadership, use of program advisory committees, staff incentives, early recruitment of high ability students, measurable objectives, long-term goals, high student expectations and use of incentives, practical "hands on" learning experiences, development of communication skills, use of ethno-related math and science concepts, use of student learning communities, parental involvement, visits with practicing scientists and mathematicians, remedial/enrichment activities, long-range multiple-source funding, data collection for program evaluation, formative and summative evaluation, quality-verification and replicability, and documented student outcomes. (NEC)

ED 258 790 RC 015 372

Spears, Jacqueline D.; Maes, Sue C.
Postsecondary and Adult Education in Rural Communities.
Department of Education, Washington, DC.
PUB DATE- Aug 85
NOTE- 32p.; Paper presented at the National Rural Education Forum (Kansas City, MO, August 12-14, 1985). For related documents, see RC 015 364-371.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Adult Education; *Adult Programs; Change Strategies; Community Services; Continuing Education; Delivery Systems; *Educational Change; *Educational Policy; Lifelong Learning; *Policy Formation; Postsecondary Education; *Rural Education; Rural Population

Approximately one-fourth of those involved in adult learning live in rural areas. A survey of programs serving rural adult learners reveals that no one educational provider or program seems best suited to provide services to rural communities. What successful providers have in common are programs which: (1) respond to a specific societal need, (2) respond to the adult learner's expectations, (3) involve extensive cooperation with other agencies, and (4) offer concise and jargon-free descriptive materials. The availablity of educational services in rural areas has been hampered by the increased costs involved in delivering services. Federal and state policy makers need to explore strategies that will (1) remove many of the barriers to continued education faced by adult learners. (2) remove the urban bias that has denied equal access to educational services to rural residents, (3) encourage inter-institutional collaboration among both formal and non-formal educational providers, and (4) develop a rural education policy that is integrated into rural economic development policy. Rural educators need to act as advocates in accomplishing these legislative and policy objectives and explore collaborative arrangements with other providers. (Author)

ED 258 806 SE 045 802

Mathematics: Computation/Applications. Fourth Grade. Wisconsin Pupil Assessment Program.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Management and Planning Services.

REPORT NO.- WSDPI-Bull-2225
PUB DATE- 81
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computation; *Educational Assessment; *Elementary School Mathematics; Grade 4; Intermediate Grades; *Mathematical Applications; *Mathematics Achievement; Mathematics Education; *Quantitative Tests; State Programs; Testing Programs
IDENTIFIERS- *Wisconsin Pupil Assessment Program

This booklet contains the mathematics test (computation and applications) of the Wisconsin Pupil Assessment Program for grade 4. The test consists of 78 items ranging from the measurement of arithmetic skills to knowledge of basic concepts in computer science. (JN)

ED 258 821 SE 045 317

Scottish Environmental Education Council Annual Report, 1984/85.
Scottish Environmental Education Committee, Glasgow.
PUB DATE- 85
NOTE- 24p.; For an earlier report, see ED 252 382.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Conferences; *Conservation (Environment); Conservation Education; Cooperative Programs; Curriculum Development; Elementary Secondary Education; *Environmental Education; *Global Approach; Governance; Information Networks
IDENTIFIERS- Scotland; *Scottish Environmental Education Council; *World Conservation Strategy

This 1984/85 annual report of the Scottish Environmental Council (SEEC) highlights the following: (1) constitutional changes; (2) membership status; (3) executive committee structure; (4) funding plans; (5) conference summary; (6) work toward an environmental database: Scottish Environmental Information Network for Education (SEINE); (7) publications; (8) curriculum development; and (9) collaborative efforts. A separate report of the March 1984 SEEC conference reviews the educational implications of the World Conservation Strategy (WCS). The impact of the mass media, formal education, and information education on environmental education is assessed. Complete texts of two addresses from the conference are also included. The first (by John Foster) contains an explanation of the main themes of the WCS. These themes focus on industry, urbanization, rural environments, marine and coastal aspects, international elements, ethics, and education. The second address (by John Baines) develops the educational dimension of the World Conservation Strategy. Recommendations for program emphases and direction are stated. (ML)

ED 258 836 SE 045 833

Donnellan, LaRae M.
Strategies for Coping with Stress: Case Histories of Four Women Scientists.
PUB DATE- 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; College Science; *Coping; *Females; Higher Education; *Science Careers; Science Education; *Scientists; *Sex Bias; Sex Stereotypes; *Stress Management; Stress Variables

As a minority, women experience stress because of their gender when they enter the male-dominated profession of science. A review of the coping strategies used by women in dealing with the psychologically stressful situations of choosing a career in science is presented in this paper. This study is based on interviews with four women trained in traditionally male-dominated sciences and who are presently working at universities. They include an examination of the approaches used in responding to: (1) selection of career and life choices; (2) handling evaluations of worth; (3) dealing with discrimination and job conflicts; and (4) dealing with role conflicts in a dual-career marriage. Some of the coping strategies include having a positive self image, discounting negative evaluations, and postponing and/or sharing child rearing. Following the case studies are discussions and analyses of the life stresses and coping strategies employed by the women scientists. Profiles of women who choose nontraditional careers are also included. (ML)

ED 258 851 SO 016 394

World Fertility Survey: Major Findings and Implications.
International Statistical Inst., Voorburg (Netherlands).; World Fertility Survey, London (England).
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.; United Nations Fund for Population Activities, New York, N.Y.
PUB DATE- 84
NOTE- 68p.; Research done in cooperation with the International Union for the Scientific Study of Population. Funding also provided by the United Kingdom Overseas Development Administration.
AVAILABLE FROM- Publications Office, International Statistical Institute, 428 Prinses Beatrixlaan, P.O. Box 950, 2270 AZ Voorburg, Netherlands (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Birth Rate; Contraception; *Developed Nations; *Developing Nations; Family Health; Family Planning; Family Size; *Global Approach; Health Services; Infant Mortality; Marriage; Motivation; Population Growth; *Population Trends; Pregnancy; Public Policy; Reproduction (Biology); Social Science Research; Surveys; World Problems
IDENTIFIERS- Breastfeeding

A survey was conducted in 42 developing countries and in 20 developed countries to determine fertility practices and trends. Both individual and household questionnaires were used by interviewers to gather data. Findings concerning marriage patterns, contraception, reproductive motivation, childspacing, breastfeeding, maternal and child health, and infant and child mortality are discussed. Also examined are policy implications regarding fertility decline and development, family planning, marriage postponement, promotion of breastfeeding, health services, and the use of World Fertility Survey data by policy-makers. Main findings from the developing country surveys include the following: fertility is highest in the Middle East and sub-Saharan Africa, with an average of seven children per woman; there are substantial fertility declines in all regions except sub-Saharan Africa; no single aspect of development that is crucial for bringing about fertility decline has been identified; contraceptive use increases with education; and the presence of convenient family planning services generally leads to greater contraceptive use. (RM)

ED 258 865 SO 016 522

Walker, Deborah
Value and Opportunity: Comparable Pay for Comparable Worth. Series on Public Issues No. 10.
REPORT NO.- ISBN-0-86599-020-4
PUB DATE- 84
NOTE- 20p.; For related documents, see SO 016 513-527.
AVAILABLE FROM- Public Issues, Center for Free Enterprise, Texas A&M University, College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Capitalism; *Controversial Issues (Course Content); Employment Practices; *Equal Opportunities (Jobs); *Feminism; *Government Role; Higher Education; Instructional Materials; Labor Economics; *Salary Wage Differentials; Secondary Education; Sex Discrimination
IDENTIFIERS- *Comparable Worth

In this booklet, one of a series intended to apply economic principles to major social and political issues, an argument is presented against comparable pay for comparable worth policies for women. Separate subsections present opposing viewpoints on this controversial issue as well as an examination of whether legislation has been a "friend" or "foe" to women's equality, a discussion of ways in which the government discriminates in the private and public sectors, and reasons why both feminists and women in general should encourage the reduction of government intervention. In conclusion it is argued that it is consumers who place a value on women's jobs and who thus ultimately decide their wages. It follows that women must be willing to gain skill and/or education required to move into the areas that consumers value more highly. (LH)

ED 258 880 SO 016 611

Wolken, Lawrence C.

Preparing Students for Humanity's Latest Adventure--Conquering Space. How to Do It in the Social Studies Classroom. Series 4, Number 1.

National Council for the Social Studies, Washington, D.C.

PUB DATE- 85

NOTE- 13p.; For other issues in the "How to Do It" series, see SO 016 609-613.

AVAILABLE FROM- National Council for the Social Studies, 3501 Newark St., N.W., Washington, DC 20016 (1-9 copies, $2.00 each; quantity discounts available).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; Conflict; Economic Factors; Economics Education; Elementary Secondary Education; History Instruction; Information Sources; International Cooperation; International Trade; Manufacturing; Political Issues; Resource Materials; Social Problems; *Social Studies; *Space Exploration; Teaching Guides; United States Government (Course); World Problems

IDENTIFIERS- Ownership; *Space Colonization; Space Travel

Background information and resources to help K-12 social studies teachers prepare today's youth to cope with the problems that conquering space is sure to bring are provided in this guide. The first part of the guide focuses on political, social, and economic issues that may arise as humans attempt to conquer space. Discussed are the international scene, potential political structures, space revolts, who will go into space, whether there is anyone else out there, the ownership of space, manufacturing in space, and galactic trade restrictions. The second part of the guide contains nine activities dealing with space exploration and conquest that can be used in world history, government, civics, and economics classes. Examples of the activities follow. Students design an international regime, choose space pioneers, decide what role the United Nations should play in human activities in space, and write a constitution for a space colony that has just won its independence from earth. The guide concludes by listing the NASA centers and organizations and publications where teachers can find information about human activities in space. (RM)

ED 258 894 SO 016 641

Chang, Michael; Shaw, Bing

Resource List for Teaching about China.

Global Perspectives in Education, Inc., New York, N.Y.
PUB DATE- Oct 84
NOTE- 11p.
AVAILABLE FROM- Global Perspectives in Education, Inc., 218 E. 18th St., New York City, NY 10003 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Area Studies; *Asian Studies; Books; Curriculum Guides; Documentaries; *Educational Resources; Elementary Secondary Education; Films; Filmstrips; Foreign Countries; Geography Instruction; Information Sources; Instructional Materials; Periodicals; Professional Associations; Social Studies
IDENTIFIERS- *China

This annotated list of resources for teaching about China is designed for elementary and secondary teachers, but would be useful for anyone interested in gaining a general perspective on China. Resources are presented in the following categories: (1) curriculum and media guides, (2) periodicals and newsletters, (3) professional development, (4) travel opportunities, (5) selected units and student materials for the elementary and secondary levels, (6) audiovisual materials for loan, (7) source materials presenting the Chinese perspective, (8) news and Chinese periodicals in English, and (9) background readings. Also included are listings of suppliers who provide free catalogs; the East Asian Resource Centers located on university campuses which provide resources and services beyond their campus; and other resource centers, such as the Asia Society, the embassy of the People's Republic of China, and the China Information Society. (IS)

ED 258 908 SO 016 663

Edwards, Allen J.; Roubinek, Darrell L.
Developing an Aging Curriculum.
PUB DATE- Mar 85
NOTE- 23p.; Paper presented at the Annual Meeting of the Western Gerontological Society (Denver, CO, March 16-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging Education; Curriculum Design; *Curriculum Development; Educational Research; Elementary Education; *Social Studies; Student Attitudes; Surveys; Teacher Attitudes; Teacher Participation; Teaching Guides; Teaching Methods
IDENTIFIERS- Center for Gerontological Studies MO; Missouri; Springfield Public Schools MO

The program upon which this paper is based, Developing an Aging Curriculum, was initiated as a pilot project to assess the appropriateness of introducing aging information and concepts to elementary-age students. Seventeen teachers in grades K-6 in one school district have been involved in the project as part of a graduate course. The project was divided into five phases; this paper describes the first three phases, which dealt with awareness and the initial curriculum planning phase, as well as a survey of attitudes of children toward older adults. The first phase sought the assistance of the Springfield Public Schools, identified teachers to participate, and created an orientation program. Teachers were asked to use the proposed unit on aging, which included objectives, concepts, organization, lesson plans, and inservice training for teachers. The second awareness phase focused on increasing the knowledge level of participating teachers. In the third phase teachers developed activities to be included in the curriculum. These included defining what is old and the positive and negative aspects of growing old. Objectives, materials, and teaching procedures are specified for grades K-2, 3-4, and 5-6. The survey of views about older people involved children ages 8 through 12, and adults over age 18. The children were from one elementary school in Joplin, Missouri; the adults were graduate students in elementary and reading education. Results for each question are detailed and reveal a wide range of attitudes toward the elderly. (IS)

ED 258 921 SO 016 703

Jones, Alan H., Ed.
Civic Learning for Teachers: Capstone for Educational Reform. Proceedings of the Seminar on Civic Learning in the Education of the Teaching Profession (Stanford, California, November 11-13, 1984).
SPONS. AGENCY- Charles F. Kettering Foundation, Dayton, Ohio.
REPORT NO.- ISBN-911168-63-X
PUB DATE- 85
NOTE- 176p.
AVAILABLE FROM- Prakken Publications, Inc., Post Office Box 8623, Ann Arbor, MI 48107 ($10.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; Citizen Participation; *Citizenship Education; Citizenship Responsibility; Constitutional History; Constitutional Law; *Educational Change; *Educational Needs; Elementary Secondary Education; Humanities; Humanities Instruction; Law Schools; Psychology; Public Administration Education; Public Affairs Education; School Role; Schools of Education; *Social Studies; *Teacher Education

This seminar discussed the civic preparation that educators themselves need to enable them to better prepare elementary and secondary students to become more effective and responsible citizens. The proceedings began with a paper on "Civil Learning for Teachers: Capstone for Educational Reform," by R. Freeman Butts. Following this, the five general sessions of the conference are presented. The focus of the first session was the different meanings of civic learning. Papers presented were: "Thinking Publicly about Civic Learning: An Agenda for Education Reform in the 80s" (Barbara Finkelstein); "Thinking about Civic Education" (James M. Banner, Jr.); "Civic Education: Parsing the Problem" (Bernard Murchland); and "Comparisons on Civic Education" (Mary Anne Raywid). The second general session dealt with what the humanities should contribute to the civic learning of teachers and administrators. Papers presented were: "The Humanities of Civic Learning" (Sidney Hook); "Getting the House in Order" (Larry T. McGehee); "Informed Consent: The Humanities as Civic Education" (Donald R. Warren); and "Civic Learning and the Humanities: Some Presuppositions of the Inquiry" (Christopher J. Lucas). The third general session dealt with the question of what the social sciences should contribute to the civic learning of teachers and administrators. Papers presented were: "Reflections on Potential Contributions of the Social Sciences to Civic Education, with Special Reference to Schools of Public Affairs" (Manfred Stanley); "The Social Sciences and the Civic Education of Teachers and Administrators" (James P. Shaver); "Constitutional and Legal History and the Civic Learning of Teachers and Administrators" (Paul L. Murphy); and "Evidence for Balancing Content with Process and Balancing Answers with Questions: The Contribution of Psychology to the Civic Education of Teachers" (Judith Torney-Purta). The fourth general session concerned the contribution that schools of education should make to the civic learning of teachers and administrators. Papers presented were: "Needed Decisions in the Civic Education of Teachers: An Agenda for Action" (Richard E. Gross); "Essential Decisions and Consensus" (Charles A. Tesconi, Jr.); and "The Social Context for Essential Decisions" (Faustine C. Jones-Wilson). The fifth general session discussed what schools of law and public administration should contribute to the civic learning of teachers and administrators. Papers presented were: "What Schools of Law Could Contribute to the Civic Learning of the Teaching Profession" (C. Hugh Friedman); and "The Recovery of Civism in Public Administration" (H. George Frederickson). Other seminar presentations included "The Centrality of Public Education" (J. Myron Atkin) and "Intersecting Themes" (Donald Kennedy). Reports of the discussion groups are also included. (RM)

ED 258 936 SP 026 128

Davidman, Leonard
The Hunter Staff Development Model: Why Is It Working? How Can It Be Improved?
PUB DATE- 84
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Inservice Teacher Education; *Instructional Improvement; Learning Strategies; *Program Implementation; *Teacher Behavior; Teacher Effectiveness; Teaching Methods; *Teaching Models
IDENTIFIERS- Hunter (Madeline); *Hunter Staff Development Model; Theory Practice Relationship

An analysis is presented of the Hunter Staff Development Model. Suggestions for improving the implementation of the model are based on a review of the literature pertinent to the Hunter model, and a series of interviews with: (1) teachers and administrators who have received training in the Hunter model; (2) a group of Hunter Staff Development Model-oriented trainers; and (3) Madeline Hunter, the chief architect of the clinical theory of instruction from which the various staff development programs are derived. Part one consists of an overview of the origins and content of the Hunter model. Part two enumerates and discusses factors which help to explain the model's high degree of success with teachers, school district administrators, and university-based teacher educators. In part three, aspects of the program which are likely to contribute to some misunderstandings and tension between school district based Hunter model advocates and university-based teacher educators are discussed, along with recommendations designed to reduce such misunderstandings. (JD)

ED 258 951 SP 026 336

Sport for Older Persons.
Council of Europe, Strasbourg (France).
REPORT NO.- CDDS(85)15-E
PUB DATE- 85
NOTE- 109p.; Prepared by the Committee for the Development of Sport.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - General (020)
DESCRIPTORS- Adult Education; Aerobics; Exercise; *Foreign Countries; Government Role; Gymnastics; *Lifetime Sports; *Older Adults; *Physical Activity Level; *Physical Fitness; *Physical Recreation Programs

The following papers were prepared for a seminar on sport for older people: (1) "Gerontological Aspects of Physical Exercise" (Eino Heikkinen); (2) "Sporting Activities in the Individual Life from the View of Older Persons" (Henning Allmer); (3) "Reasons Why Decision-Makers Should Urge Old People to Practise Physical and Sporting Activities" (Camus); (4) "Physical Activities for the Elderly" (H. Levarlet-Joye); (5) "50--All to Play for--The Sports Council's Campaign for the 'Middle-Aged'" (E. Dendy); (6) "Sport for Older People in Switzerland: Structure and Problems" (Schneiter); (7) "Concepts Underlying Dutch Government Policy on Sport for Older Persons" (T. Straub); and (8) "The Trainer in Senior Sport in the Federal Republic of Germany" (Dr. Meusel). (JD)

ED 258 967 SP 026 462

Hoffman, David E.; Roper, Susan Stavert
How Valuable Is Teacher Training to Beginning Teachers? An Analysis of Graduate Feedback from a Rural Teacher Training Program
PUB DATE- Apr 85
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Some tables may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Graduate Surveys; Higher Education; Preservice Teacher Education; *Program Attitudes; *Relevance (Education); *Teacher Education Programs

This paper offers a strategy for evaluating effectiveness of preservice teacher education programs focusing on importance of the program to the beginning teacher. A survey of beginning teachers sought their evaluation of the relative value of selected competencies (N=35) emphasized in their training programs. Responses to a questionnaire were received from 32 elementary teachers, 15 secondary, and 5 with dual positions. The questions sought teachers' opinions on: (1) importance of the listed competencies to teacher success; (2) how skilled they believe themselves to be in each competency at the beginning of their teaching careers; (3) where did they believe they learned each competency; and (4) in relation to other sources of skill, what contribution did their teacher education program make to their teaching competence. Results indicated: (1) Teachers felt almost all of the competencies taught were important to their teaching; (2) While the teachers felt the competencies important to their success as beginning teachers, they did not feel skilled in a number of them; (3) Education coursework emerged as a rival in importance to student teaching; and (4) Education courses and student teaching accounted for about half of the total ratings for valuable sources of competence. Data resulting from the survey are presented in tables. Findings are discussed and implications are drawn in the areas of methodology used in the study, possible areas for assessment of teacher education programs, and insights regarding the design of graduate feedback studies. (JD)

ED 258 982 TM 850 283

Task Force Report on Microcomputer Applications in Education.
River East School Div. 9, Winnipeg (Manitoba).
PUB DATE- Sep 84
NOTE- 96p.; Some tables and appendices contain small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; Computer Oriented Programs; *Curriculum Development; Educational Objectives; Elementary Secondary Education; Foreign Countries; *Microcomputers; Program Budgeting; *Program Development; Program Implementation
IDENTIFIERS- River East School Division 9 MB

In 1983, an 11-member task force of teachers and school administrators reviewed the general state of the art of microcomputer applications in education in order to make recommendations for the River East School Division 9 in Winnipeg, Manitoba, Canada. The group recommended that the school division pursue a deliberate and systematic plan for implementing computer-related learning activities in grades K-12 in all schools. Specific recommendations included the following items: (1) committees of teachers should select and evaluate software and courseware; (2) every elementary school should offer LOGO and word processing; (3) standards for purchasing hardware should be established and reviewed annually; (4) one computer learning station should be available in every elementary classroom and special education class; (5) senior high guidance services and libraries should have access to computers; (6) workshops should be planned for administrators and special education teachers; and (7) the administration of accounts and records in the central office and in schools should be computerized within two years. A proposed budget and revenue sources were given for the three year program implementation period. (GDC)

ED 258 997 TM 850 365

Bronson, Martha B.
Developing Computerized Assessment for Young Children.
PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Testing; *Feasibility Studies; Preschool Education; Primary Education; Test Construction; Testing; Videodisc Recordings

This report described a feasibility study designed to investigate the utility of interactive videodisc technology in testing preschool children. Computer assisted testing permits test administration with minimal training for personnel, high quality control in administration procedures, and immediate scoring and feedback. The combination of an optical laser videodisc with a computer could provide additional, more versatile storage and branching capacities; rapid, random access to still frames and motion segments; and high quality visual display. The preschool children in the study responded well to the video presentations. They enjoyed the testing situation and seemed more interested, and less stressed, than they had been with human test administrators. (DWH)

ED 259 013 TM 850 382

McCormick, Bruce K.; And Others

The Effects of Practice on the Armed Services Vocational Aptitude Battery.

Canyon Research Group, Inc., Westlake Village, Calif.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
REPORT NO.- ARI-TR-602
PUB DATE- Dec 83
NOTE- 32p.; Portions of this document were presented at the meeting of the Military Testing Association (San Antonio, TX, November 1982).
GRANT- MDA-903-82-M-3943
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Aptitude Tests; Drills (Practice); Individual Differences; *Military Personnel; Performance Factors; Personnel Selection; *Test Reliability; Test Results; Test Use; Test Validity; *Test Wiseness; *Vocational Aptitude
IDENTIFIERS- Armed Forces Qualification Test, *Armed Services Vocational Aptitude Battery

Alternate forms of the Armed Services Vocational Aptitude Battery (ASVAB) were administered five separate times to 57 men and women of military service age. The objective was to determine to what extent means and cross-session correlations are stable over several administrations. Ten individual subtests, the derived ASVAB area composites and the Armed Forces Qualification Test (AFQT) were examined for stability. The means for this sample were below the national average and scores were less dispersed. Means increased over sessions .5 standard deviation or more on half the subtests and consequently, on most of the composite scores. Correlations for the subtests and the composites were largely stable over sessions and were slightly higher later in practice. Reliabilities were comparable to reference populations when adjusted for the range restriction of the present sample. The implications of practice effects for paper and pencil as well as automated selection tests are discussed. (Author)

ED 259 028 TM 850 402

Livingston, Samuel A.
Large-Sample Pre-equating: How Accurate?
PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1-3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Cutting Scores; Diagnostic Tests; *Equated Scores; Higher Education; *Item Analysis; *Latent Trait Theory; Raw Scores; *Regression (Statistics); Remedial Instruction; *Scores; Statistical Studies; Student Placement; Test Items; Timed Tests
IDENTIFIERS- Educational Testing Service; *New Jersey College Basic Skills Placement Test; *Pre Equating (Tests)

Four tests were pre-equated on the basis of item-test regressions computed from a large sample providing pretest data. The tests were two mathematics tests (math computation and elementary algebra) and two verbal tests (sentence sense and reading comprehension) from the New Jersey College Basic Skills Placement Test. Regular equipercentile equating results showed that pre-equating was highly accurate in three of the four tests. The fourth test (reading comprehension) showed a small but systematic inaccuracy in predicting the equating relationships--the difficulty level was underestimated, especially for students in the lower middle ability range. An investigation of this inaccuracy suggested that time limits may have affected the students' item responses. (Author/GDC)

ED 259 042 UD 024 301

Landis, Raymond B., Ed.

Improving the Retention and Graduation of Minorities in Engineering. Handbook.

National Association of Minority Engineering Program Administrators.

SPONS. AGENCY- National Action Council for Minorities in Engineering, Inc., New York, NY.

PUB DATE- 85

NOTE- 147p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- American Indians; Black Students; *College Programs; *Dropout Prevention; *Engineering Education; Higher Education; Hispanic Americans; *Minority Groups; *Program Development; *Program Implementation; School Holding Power

Procedures for operating undergraduate minority engineering programs (MEPs) are provided in this handbook. The findings and suggestions presented are based on the experiences of MEP directors who have managed support programs, which focus on improving the retention of minority students within engineering. The titles and authors of the handbook's 16 chapters are as follows: (1) "The Case for Retention Programs" (Deborah Minor); (2) "A Model Retention Program" (Raymond B. Landis); (3) "Recruiting and Admissions" (Margaret E. Boulding); (4) "Matriculation and Summer Bridge Programs" (Ronald L. Glenn and Raymond B. Landis); (5) " A Model Orientation Program" (Raymond B. Landis and Kathy Hada); (6) "Strategies for Monitoring Student Progress and Maintaining Retention Data" (Benson E. Penick); (7) "Minority Engineering Student Organizations" (Joel Nossof); (8) "A Model Academic Support System" (Uri Treisman); (9) "Tutoring and Student Study Centers" (Richard Ortega and Christine Reyes); (10) "Academic Advising" (G.F. Paskusz); (11) "Personal and Career Counseling" (Ron Simmons and Cassandra Maxwell-Simmons); (12) "Financial Aid" (Esteban Soriano); (13) "Pre-Professional Employment" (Chenits Pettigrew and Kathryne J. Kelsick); (14) "Developing Faculty Involvement" (Enrique Ainsworth); (15) "Developing Institutional Support" (Nathaniel Thomas and William E. Hogan II); and (16) "Developing External Support" (David Blackman). Two appendices include an MEP Evaluation Form and a list of authors and their affiliations. (KH)

ED 259 056 UD 024 329

Public Policy Research and the Hispanic Community. Recommendations from Five Task Forces. A Report.

Institute for Puerto Rican Policy, New York, NY.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 25 Oct 84
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Citizen Participation; Community Development; Economic Factors; Elementary Secondary Education; Employment; Group Unity; Higher Education; *Hispanic Americans; *Information Needs; Policy Formation; *Public Policy; Research Needs; Research Utilization; Social Services

The findings and recommendations of five task forces, composed of members of major Latino organizations and experts in Latino affairs, are summarized in this report on the public policy needs of Hispanics. The five areas of concern covered by the task forces are statistical policy and data needs; employment ane economic well being; social services and community development; education; and civic identity and political participation. The report contains an abstract of each of the task forces' most important observations, findings, and recommendations. In general, most conclude that a dearth of data concerning the policy needs of Hispanics is seriously hampering the policy making process. Most recommend needs assessments at the community level, as a basis for priority setting and program development, and evaluative program data are called for to assure that services provided to Hispanics are effective. Too often, it is argued, distinct national origin groups are dumped together into an artificially homogeneous whole. And furthermore, even when good research is conducted, the data are not adequately analyzed or disseminated. Also, it is recommended that future research on why Hispanics are relatively more disadvantaged should focus not only on the group characteristics of Hispanics, but on institutional and contextual factors as well, and that researchers who are themselves Hispanic should be encouraged to work on research on Hispanic concerns and topics. (KH)

ED 259 070 UD 024 346

Peterson, James L.
A Compendium and Review of Information Sources on Children in
Poverty.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 85
NOTE- 126p.; For a related document, see UD 024 347.
CONTRACT- P-84-0054
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Children; *Compensatory Education; *Databases; Economically Disadvantaged; Economic Factors; Elementary Secondary Education; *Federal Aid; Health; Information Sources; Nutrition; Population Trends; *Poverty; Research Tools

The purpose of this report is to review sources of information that the Department of Education may want to draw on in its evaluation of the compensatory education program. Focus is placed primarily on information that can be used to describe children in poverty, to assess changes in the size and composition of this population, and to relate poverty or residence in poor neighborhoods to educational disadvantage and performance. The report is comprised of five parts. The introduction summarizes the official definition of poverty, provides a background sketch of the characteristics of poor children, and briefly mentions the main programs of governmental aid to the poor that affect children. Part 2, the bulk of the report, describes a score of databases from the mid-1960s to the 1980s that contain relevant data on children in poverty and the educationally disadvantaged. Part 3 describes a smaller set of regular statistical publications in which data on poverty or welfare programs may be found. Part 4 is an annotated bibliography of some of the major analyses that have been conducted using data sets described in Part 2. The final part is a brief assessment of the available information. (KH)

ED 258 807 SE 045 803

Reading/Mathematics. Kansas Minimum Competency Assessment Report.
School Year 1982/83.

Kansas State Board of Education, Topeka.

PUB DATE- 83
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Mathematics Achievement; Mathematics Education; Mathematics Skills; *Minimum Competencies; *Reading Achievement; Reading Skills; State Programs; *Testing Programs
IDENTIFIERS- *Kansas Minimum Competency Testing Program

The Kansas Minimum Competency Testing Program is designed to provide the public, the Kansas State Board of Education, and the Kansas legislature with descriptive profiles of student performance relative to minimum competencies in reading and mathematics. Results of the 1982-83 assessment are presented in this report. Included are overall test summaries, information about the testing program, and three appendices (which comprise the largest portion of the report) providing state summary data for: (1) distribution of students' total scores; (2) percent of students correctly answering 1, 2, or 3 out of 3 items for each objective, with expected performance by objective indicated; and (3) the percent of students answering each item correctly. Data in these appendices are presented, separately for reading and mathematics, by grade level (grade 2, grade 4, grade 6, grade 8, and grade 11). Among the results are those showing that of the 29,173 students taking the grade 4 reading test, 67.4 percent met or exceeded the minimun standard of 45 items out of 60 possible items and that of the 32,122 students taking the grade 6 mathematics test, 61.6 percent met or exceeded the minimum standard of 45 correct items out of 60 possible items. (JN)

ED 258 822 SE 045 818

The Nature-Computer Camp. Final Evaluation Report, 1984-1985.
E.C.I.A. Chapter 2.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

PUB DATE- Mar 85
NOTE- 62p.; For an earlier report, see ED 241 252.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attitude Change; Computer Literacy; *Computer Science Education; Ecology; Elementary School Science; *Environmental Education; Grade 6; Intermediate Grades; Models; Outdoor Education; *Program Evaluation; Program Implementation; *Resident Camp Programs; *Socialization; Student Attitudes

This report presents a description and evaluation of the Nature-Computer Camp (NCC), an environmental and computer science program designed for sixth grade students in the District of Columbia public schools. Inputs, processes and outcomes based on a Planning, Monitoring and Implementing (PMI) Evaluation Model are reviewed for each of the four program objectives. These achieved objectives included: (1) the establishment of the Nature-Computer Camp; (2) significant gains in knowledge in the areas of stream ecology, woodland ecology and geology, and computer literacy; (3) positive attitudes toward the program; and (4) demonstration of appropriate socialization skills. Evaluative results indicated that the goal of the project to provide students with an opportunity to develop socio-academic skills emphasizing environmental inter-dependencies and computer literacy was met. With over 450 students demonstrating gains in all areas, no changes were recommended for either the program or the evaluation design. The only recommendation suggested would be for continuance as is or expansion if possible. Supporting documentation (including evaluation model schema, data analysis summaries, camp schedules, and samples of expected social behaviors) is included in appendices. (ML)

ED 258 837 SE 045 834

Buchanan, Marion; And Others

Solar Renewable Energy. Teaching Unit.

Department of Energy, Washington, D.C.
SPONS. AGENCY- Tennessee State Univ., Nashville. Div. of Continuing Education.
PUB DATE- Jul 81
NOTE- 12p.; Presented at an Energy Workshop held at Tennessee State University. Handouts referred to in the unit are not included and are not available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alternative Energy Sources; Energy; *Energy Conservation; *Energy Education; Photosynthesis; *Science Activities; Science Curriculum; Science Education; Science Instruction; Secondary Education; *Secondary School Science; *Solar Energy; Units of Study
IDENTIFIERS- *Renewable Resources

This unit develops the concept of solar energy as a renewable resource. It includes: (1) an introductory section (developing understandings of photosynthesis and impact of solar energy); (2) information on solar energy use (including applications and geographic limitations of solar energy use); and (3) future considerations of solar energy (discussing current methods of use and projected uses). Student activities are listed; a few contain descriptions of related concepts and materials needed for the investigations. Also included are evaluation questions and recommended films on solar energy (with source indicated). (ML)

ED 258 866 SO 016 523

Fraser, Donald R.
The Revolution in Banking and the Financial Services Industry. Series on Public Issues No. 11.
REPORT NO.- ISBN-0-86599-021-2
PUB DATE- 84
NOTE- 32p.; For related documents, see SO 016 513-527.
AVAILABLE FROM- Public Issues, Center for Free Enterprise, Texas A&M University, College Station, TX 77843 ($2.00)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Banking; Business; Capitalism; Controversial Issues (Course Content); *Economic Change; Economics; Economics Education; Federal Regulation; *Financial Services; *Government Role; *Innovation; Instructional Materials; Insurance; Public Policy; Secondary Education
IDENTIFIERS- *Deregulation; Free Enterprise System

It is the premise of this booklet, one of a series intended to apply economic principles to major social and political issues of the day, that a revolution in the banking and financial services industry is altering not only the fundamental nature of the services offered but the character of the organizations themselves. The purpose of the essay is to provide perspective on these important developments. It begins with a review of recent major changes in banking and financial services. The analysis concentrates on deregulation, although other aspects of the revolution are discussed, especially the growing competition from nonbank financial service firms and nontraditional financial service organizations such as Sears, Merrill Lynch, and American Express. Two major pieces of legislation crucial to these changes, the Depository Institutions Deregulation and Monetary Control Act of 1980 and the Gart-St. Germain Depository Institutions Act of 1982, are discussed. In addition, the essay covers the implications of these changes for both consumers and producers of financial services and offers insight into the future structure of banking and the financial services industry. A glossary of key terms is provided at the end of the essay. (IS)

Hayes, Deborah
Syllabus for a Women Studies Course on Women Composers.
PUB DATE- Jun 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bibliographies; Course Content; Course Descriptions; Curriculum Guides; *Females; Higher Education; Instructional Materials; *Musical Composition; *Music Education; Resource Materials; *Womens Studies
IDENTIFIERS- *Music Composers

An upper division college-level course dealing with women composers for both music majors and nonmusic majors is outlined. The course provides an historical and analytical survey of western music through works composed by women, with emphasis on the 19th and 20th centuries. Students listen to music, participate in class discussions, and listen to lectures. The syllabus lists the required texts, discusses grading, and contains a weekly schedule. The major part of the syllabus consists of a bibliography of the listening and reading assignments. The assignments are organized under the following categories: introduction; Middle Ages; Renaissance; baroque period; classic period; romantic period; 20th century to 1950; women in U.S. folk, blues, gospel, and ragtime music; and 20th century since 1950. (RM)

ED 258 937 SP 026 134

Ellis, Nancy E.
The Work-Life Experience of Teachers and Orientation toward Professional Growth and Development.
PUB DATE- Apr 84
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984). May not reproduce well due to broken print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; Educational Facilities Improvement; Peer Relationship; Professional Development; Self Concept; *Student Needs; Teacher Administrator Relationship; *Teacher Alienation; *Teacher Attitudes; *Teacher Effectiveness; Teacher Student Relationship

This study focused on teachers' perceptions of student needs, perceptions of school social and professional climate, and their educational beliefs. It was posited that there are links between teachers' philosophies, ways in which they conceptualize meeting student needs, ways in which they experience their work environment, and their success in developing both professionally and personally. Structured, in-depth interviews were conducted with ten teachers from elementary and secondary levels. These experienced teachers had been selected by their principals as exceptionally competent and growth-oriented in their profession. The teachers responded to inquiries on their attitudes and feelings about the social networks and work environment in their schools, and their beliefs about educational goals and ways to apply these goals in eliciting the most promising responses from students. Extensive quotations from various teachers are used to illustrate both variations and commonalities in the teachers' approach to their work, colleagues, and students. Suggestions are made for further research into the effect of school climate on teacher effectiveness. (JD)

ED 258 952 SP 026 337

Smith, L. Glenn
Teacher Education at Iowa State University 1868-1982.
Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education.
REPORT NO.- ISBN-0-945206-00-6
PUB DATE- 82
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Agricultural Colleges; *Educational History; *Educational Philosophy; Higher Education; Land Grant Universities; Rural Education; *Schools of Education; *Teacher Education
IDENTIFIERS- *Iowa State University

This monograph traces the history of Iowa State University from its founding in 1868 to 1982. Following a brief description of the background of teacher training in the ancient world, and its development in Europe and subsequently the United States, the foundations laid for an educational system in mid-western United States are discussed. Iowa State University grew from foundations similar to other land grant universities, and had in common with many of them an emphasis upon agricultural education. The expansion and broadening of the curriculum of the school is described, illuminated in several instances by personal narrative of outstanding teachers and leaders who directed the course of the school as it entered the 20th century. Changes in educational philosophy in Iowa are described, focusing, in part, on the gradual growth of consolidated public schools and the development of colleges and universities to accommodate and train their graduates. (JD)

ED 258 998 TM 850 366

Murphy, Jerome R.
Development and Operation of a Voluntary Audit Program.
PUB DATE- Apr 85
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Confidentiality; *Organizational Objectives; *Quality Control; Standards
IDENTIFIERS- Audits; Educational Testing Service

This report describes a voluntary audit program implemented by the Educational Testing Service (ETS). The comprehensive audit program was developed to assure that all corporate programs adhere to the ETS Standards for Quality and Fairness. The standards address issues which relate to all ETS activities such as accountability, confidentiality of data, and product accuracy and timeliness. The other standards relate to the organization's charter responsibilities. These include research and development, tests and measurement, test use, and public information. Every program at ETS must be audited at least once every three years. The Office of Corporate Quality Assurance was established and charged with the responsibility for developing a continuous process for monitoring performance relative to the standards. The objectives and philosophy of the ETS Audit Program are discussed. (DWH)

ED 259 029 TM 850 403

Mittelholtz, David J.; And Others

Learning and Intelligence: Ability Differences in the Organization and Recall of Elementary Statistical Concepts.

PUB DATE- Apr 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Cluster Analysis; *Cognitive Ability; Cognitive Style; Concept Formation; Difficulty Level; Encoding (Psychology); Higher Education; Individual Differences; Intelligence; *Intelligence Differences; *Learning Processes; Learning Strategies; *Mathematics Skills; Nonverbal Ability; *Recall (Psychology); Statistics

Differences in learning processes were studied in more versus less intellectually able undergraduate students. Thirty subjects were selected to represent a wide range of general and mathematical reasoning abilities, based on the following test scores: Necessary Arithmetic Operations and Vocabulary Test V2 from the Educational Testing Service ETS Kit of cognitive factors tests, the Institute for Personality and Ability Testing (IPAT) Test of "g", and the American College Test mathematics scores. The subjects studied introductory statistics and were then tested, over a one-week period, on cued recall, free recall, multiple choice, concept organization, and similarity rating tasks. Results indicated that ability differences were relatively small for simple tasks, but increased dramatically as task complexity increased. The concept organization and similarity rating task results supported the hypothesis that high ability subjects manipulate incoming data more effectively, producing more richly elaborated conceptual networks, and thus facilitating performance. (Author/GDC)

Clawson, Marion

Ownership Patterns of Natural Resources in Rural America: Implications for Distribution of Wealth and Income. Rural Development, Poverty, and Natural Resources Workshop Paper Series, Part IV.

Resources for the Future, Inc., Washington, DC. National Center for Food and Agricultural Policy.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 83
NOTE- 48p.; For related documents, see RC 015 315-321.
AVAILABLE FROM- National Center for Food and Agricultural Policy, Resources for the Future, 1616 P Street, N.W., Washington, DC 20036 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Definitions; *Economic Factors; Farmers; *Land Acquisition; Mining; Minority Groups; *Natural Resources; *Poverty; Property Appraisal; *Rural Areas; Rural Farm Residents; Water Resources
IDENTIFIERS- *Ownership

Beginning with definitions of land ownership and natural resources, this paper traces United States resource ownership patterns and draws conclusions for rural areas. Following the definitions, a general history of resource ownership discusses disposition of land from government to private owner, noting that the cadastral survey system still in use may have been optimal at time of disposition but can be a hurdle for land assembly today. The paper also discusses economic factors involving valuating resource land; differences between surface ownership and commercial utility; commercial use of public land by private individuals and businesses; changes in farm numbers and sizes; data regarding forest, mineral and water control; and rural development stressing poverty programs. Conclusions note the individual wealth disparity, cover the inability of the poor to effectively exploit what natural resources they may control, and caution that outside help involving natural resource gifts is ineffective without the means to use the resource. An appendix describes the collection of data for the United States Department of Agriculture study on land ownership which was based on a stratified random sample. Comments regarding the paper focus on ownership concentration and suggest investigation into the links between the structure of rural resource ownership, market power, and political power. (PM)

ED 258 765 RC 015 334

Butterfield, Robin

Tsapah Talks of Pheasant and Other Stories. The Indian Reading Series: Stories and Legends of the Northwest. Teacher's Manual, Level IV.

Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
NOTE- 85p.; For the student's book, see RC 015 335.
CONTRACT- 400-80-0105
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00159-4, $7.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; American Indian Education; American Indian History; *American Indian Literature; American Indians; Art Activities; Childrens Literature; Cultural Background; *Dramatics; Elementary Education; *Language Arts; Language Experience Approach; *Learning Activities; Learning Motivation; Program Design; Program Implementation; Relevance (Education); Scripts; *Supplementary Reading Materials; Teaching Guides; Tribes
IDENTIFIERS- Oral Tradition; *Pacific Northwest Indian Reading and Language Prog; *Pacific Northwest Tribes

This guide presents an overall plan for implementing Level VI of the Indian Reading Series, which features legends and stories of Northwest tribes in a supplementary reading and language arts development program for elementary grade Indian and non-Indian children. Introductory sections present the rationale of the program's language experience approach, state program objectives, discuss the Indian oral tradition, and give an historical perspective of Indian culture in pre-contact, reservation, and modern periods. The majority of the manual consists of teaching activities for the 19 stories in the student reader. The following information is provided for each story: (1) geographical area from which the story came; (2) new or unfamiliar vocabulary, including native words; (3) suggestions for introducing and generating interest in the story; (4) discussion topics; and (5) teacher-guided and independent activities for students. In addition to story-specific activities, the manual describes art and drama activities to be used with any or all of the stories. Suggested art activities include basketry, weaving, beadwork, quilting, costume and set construction, dioramas, and masks. Drama activities are emphasized, including readers theater, puppet plays, role play, participation drama, and full production plays. Scripts are provided for seven stories in the student reader. (JHZ)

ED 258 778 RC 015 353

Pinkelman, Franklin C.

Audit Report. Bilingual/Migrant Education Program, et al. School Program Services, Department of Education, October 1, 1978 through September 30, 1983.

Michigan State Office of the Auditor General, Lansing.

PUB DATE- 31 May 84
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Bilingual Education; *Compliance (Legal); Educational Equity (Finance); Elementary Secondary Education; Migrant Education; *Migrant Programs; *Program Administration; Program Effectiveness; *Program Evaluation; Resource Allocation; State Programs; Student Recruitment
IDENTIFIERS- *Audits; *Michigan

Selected financial and program records of nine administrative units of Michigan's Bilingual/Migrant Education Program from October 1, 1978 through September 30, 1983 were examined in an audit to assess fairness of fund allocation, compliance with appropriate laws and regulations, adequacy of administrative performance, and priority of school program services housekeeping functions. Management and operational practices of the Migrant Education Unit, Book Distribution Program, Bilingual Education Unit, Title VII Elementary and Secondary Education Act (ESEA) Administrative Funds, National Origin Desegregation Title IV, Transition Program for Refugee Children, School Age Parent Program, Gifted and Talented Program, and Alternative Juvenile Rehabilitation Program were evaluated. Problems identified included inadequate monitoring of school districts for any of the programs reviewed, lack of formal program operating standards, absence of effective and efficient identification of children for enrollment in the federal Migrant Student Record Transfer system, inadequate budget guidelines, and lack of a funding basis to provide equitable allocations of bilingual funds to school districts. Practices regarding attending conferences and seminars, travel, timekeeping and payroll, using grants and administrative funds, and administrative payroll cost allocations were also reviewed as they applied to the bilingual/migrant education program, compensatory education program, and the instructional specialists program. (NEC)

ED 258 791 SE 045 785

Geary, David C.; And Others
Chronometric Analysis of Complex Addition: Verification of a General Model.
PUB DATE- Apr 85
NOTE- 15p.; Paper presented at the Annual Meeting of the Western Psychological Association (San Jose, CA, April, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Addition; *Cognitive Processes; *College Mathematics; Higher Education; Mathematics Education; *Models; Problem Solving; Reaction Time

Simple and complex addition problems were presented for true/false verification to 30 undergraduate students to test a general model for cognitive addition. Problems were presented on a microcomputer, with reaction time (RT) and response accuracy recorded. Models for addition were fit to average RT data using multiple regression techniques. These models revealed that subjects were processing complex multicolumn problems columnwise beginning with the units column. Column sums seemed to be obtained through an incrementing process, and subjects exited problems as soon as a column error was encountered. Complex single column multidigit problems were done by "chunking" two digits (summing to 10) and then incrementing the remaining addends beginning with the smallest value digit. These results support the proposed addition model. Implications for future research are discussed. (Author/JN)

Teaching Methodologies in Population Education. Abstract-Bibliography Series 5.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

REPORT NO.- BKP/84/OPE/718-2000
PUB DATE- 84
NOTE- 97p.; Published under UNFPA Project RAS/74/P02. For related documents, see ED 199 057, ED 213 617, and ED 238 802.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; Computer Assisted Instruction; *Developing Nations; Educational Games; Elementary Secondary Education; Independent Study; Inquiry; Instructional Improvement; Literature Reviews; *Population Education; Programed Instructional Materials; Role Playing; Teaching Methods; Values Clarification

Fifth in a series of abstract-bibliographies dealing with the various concrete issues and problems raised by population education workers in the course of undertaking population education programs, this volume reviews 67 publications published between 1970 and 1984, and gives examples of the different methodologies applied in population education and related subjects. Publications are classified under seven topical subheadings; values clarification, games/role-playing, discovery/inquiry-oriented approach, self-instructional approach, computer-assisted instruction, teaching through audiovisuals, and general. At the beginning of each section, a review and synthesis of the literature abstracted provides an overview of each topic. Under each classification, the entries or selections are arranged alphabetically by author, institution, or other main entry within each classification. UNESCO and Carolina Population Center descriptors and addresses of the sources of the materials are given for each entry. Abstracted materials include instructional materials; curriculum and training materials; guides and handbooks; literature reviews; research studies; and articles and reports of workshops and training programs. (LH)

ED 258 881 SO 016 612

Hammond, D. Rosalind, Ed; Garcia, Jesus, Ed.
Reducing Prejudice in the Classroom. Ho to Do It in the Social Studies Classroom. Series 4, Number 2.
National Council for the Social Studies, Washington, D.C.
PUB DATE- 85
NOTE- 11p.; For other issues in the "How to Do It" series, see SO 016 609-613.
AVAILABLE FROM- National Council for the Social Studies, 3501 Newark St., N.W., Washington, DC 20016 (1-9 copies, $2.00 each; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activism; Age Discrimination; American Indians; Attitude Change; Audiovisual Aids; Books; *Change Strategies; Class Activities; Educational Objectives; Educational Research; Elementary Secondary Education; Ethnic Discrimination; Females; Games; Mexican Americans; Minority Groups; Older Adults; Organizations (Groups); Religious Discrimination; Resource Materials; Sex Discrimination; *Social Bias; Social Science Research; *Social Studies; Student Attitudes; Teaching Guides

Resources to help K-12 social studies teachers lessen the problem of prejudice in the classroom are provided in this teaching guide. A rationale for prejudice reduction is presented. An overview of prejudice research is then provided. Most of this research indicates that prejudice is quite prevalent in society but that under certain conditions it can be reduced. Basic principles applicable to elementary and secondary classrooms that are fundamental when attempting to reduce prejudice are listed. Generic guidelines for prejudice reduction are discussed, and some preliminary steps that can be taken are presented. Specific examples of effective strategies for reducing prejudice that can be implemented in K-12 classrooms are then presented. Elementary lessons include reducing stereotypes of Native Americans, developing an accurate and balanced portrayal of Mexican Americans, and exploring religious discrimination. Secondary lessons are uncovering myths and realities about the elderly, examining social protest among minorities, and reducing stereotypes of women in non-traditional roles. An annotated listing of teacher resources concludes the guide. (RM)

ED 258 909 SO 016 664

Galvao, Maria Emilia
Teaching about Canada in Secondary Schools in Western Europe. Report. Council of Europe Teachers' Seminar (25th, Donaueschingen, Federal Republic of Germany, October 8-13, 1984).
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT (84) 43
PUB DATE- 85
NOTE- 42p.; For related reports, see ED 257 731 and SO 016 665.
AVAILABLE FROM- Head Documentation Centre, Council of Europe, 67006 Strasbourg Cedex, France (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Course Content; *Educational Needs; *Educational Practices; Fine Arts; Foreign Countries; Geography Instruction; History Instruction; Instructional Materials; Interdisciplinary Approach; Secondary Education; Second Language Instruction; *Social Studies; Teacher Education; Teaching Methods
IDENTIFIERS- *Canadian Studies; *Europe (West)

Educators from 11 European countries shared information concerning how Canada as a subject is being and should be taught in secondary European schools. The seminar was intended to help teachers prepare students for living in an international community. Seminar objectives and content are examined, seminar reports are analyzed, talks are summarized, participants' reactions are discussed, and working group reports containing recommendations concerning how Canadian studies should be taught are presented. The general consensus was that Canada received very little attention in western European schools. When Canadian studies are taught, it is usually in geography or world history courses and then from a Eurocentric perspective. It was recommended that Canadian studies be included in teacher education courses. The study of Canada should be approached within a global context in three main disciplinary areas: language teaching, social studies, and the arts. An interdisciplinary approach should be used. Instructional materials should include both literary and factual texts. Appendices contain the seminar program and a list of participants. (RM)

ED 258 968 SP 026 463

Carlson, Robert E.
The Impact on Preparation Institutions of Competency Tests for Educators.
PUB DATE- Apr 85
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Admission Criteria; *Curriculum Development; Educational Change; Higher Education; *Minimum Competency Testing; *Preservice Teacher Education; *Student Evaluation; Teacher Certification; *Teacher Education Programs
IDENTIFIERS- California; Florida; Georgia; Louisiana

Prospective teachers in many states must pass a competency test prior to receiving an initial teaching certificate. Because of the high stakes associated with them, educator competency tests can play a major role in modifying the nature of teacher training programs. To investigate the nature and extent of such changes, deans and faculty at teacher education institutions in four states that require testing for teacher certification were interviewed (California, Louisiana, Florida, and Georgia). It was found that a number of program modifications have been made in reaction to the requirement that prospective teachers pass competency tests. The modifications have been made in three areas: entrance requirements; curricula (e.g., courses added or modified); and student evaluation (e.g., more testing). (Author/JD)

ED 258 983 TM 850 321

Gastright, Joseph F.
Time on Any Task?: The Relationship between Instructional Pacing and Standardized Achievement Test Gains.
PUB DATE- Mar 85
NOTE- 24p.; Paper presented at the Annual meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Gains; *Achievement Tests; Basal Reading; Cohort Analysis; *Compensatory Education; Elementary School Teachers; Grade 1; Grade 2; *Pacing; Predictor Variables; Pretests Posttests; Primary Education; *Reading Achievement; Reading Readiness; *Remedial Reading; Standardized Tests; *Teacher Role; Teaching Methods; Test Validity; Time on Task
IDENTIFIERS- California Achievement Tests; Education Consolidation Improvement Act Chapter 1; Metropolitan Readiness Tests; Scott Foresman Basal Series

This descriptive study investigates the variability in the curriculum pacing decisions of classroom teachers. The effects on the reading achievement and performance gains of first and second grade students in a compensatory education program program are examined. Data were collected from: (1) the Metropolitan Readiness Test results used to select children for Education Consolidation Improvement Act (ECIA) Chapter 1 classes; (2) pretest and posttest administrations of the California Achievement Test, Level II; and (3) student completion percentages of the Scott Foresman basal reading series. Stepwise multiple regression using selection scores, pretest and textbook completion data were performed to predict both the posttest score and achievement gains. A follow-up study of the first grades continuing in the ECIA Chapter 1 program in second grade was also conducted. Results indicated that very few of the ECIA Chapter 1 students promoted to second grade completed the first grade reading programs. Program pacing, as measured by textbook completion data, was a good predictor of future textbook completion. Implications of the variations in completing developmental reading program materials for subsequent achievement and standardized testing are discussed. (BS)

ED 259 014 TM 850 383

Graber, Madeline
The Effects of an Internship Program on the Psychosocial Development of High School Students.

PUB DATE- Mar 85
NOTE- 56p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescent Development; Comparative Analysis; Cooperative Education; *Experiential Learning; High Schools; *High School Students; *Internship Programs; Mentors; Parent Attitudes; Personality Assessment; Pretests Posttests; *Program Effectiveness; Program Evaluation; *Socialization; Teacher Attitudes; Vocational Education
IDENTIFIERS- *Gordon Personal Profile; *Psychosocial Development

Research was conducted to determine the relative effects of an internship program on the psychosocial development of high school students. Volunteers for an internship program were recruited from a group of high school juniors and seniors. The selected students were matched with mentors who were perceived as supportive of the internship program; open and free in communication; willing to provide time and personal attention to train and direct interns; and willing to allow interns to make decisions and assist in a professional manner. The psychosocial development of participating students was assessed using two methods. These included pre and post data on personality traits obtained through completion of the Gordon Personal Profile; and review of written logs and interview data obtained from the treatment group. The primary data was analyzed using several statistical procedures. The study also identified: (1) which on-the-job factors were effective contributors to facilitating development in students; and (2) the relationship between factors. The intern/mentor relationship was an important factor in psychosocial behavior development. The results of this study present useful information for educators who are interested in implementing an effective experiential education program for high school students. Intern comments taken from logs and interviews are appended. (DWH)

ED 259 043 UD 024 305

Kaser, Joyce

Every Child Deserves A Chance: Guidelines for Effective Teaching.

American Univ., Washington, D.C. Mid-Atlantic Center for Sex Equity.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 84
NOTE- 23p.
GRANT- G008200815
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Classroom Environment; Classroom Techniques; Discipline; Educational Objectives; *Educational Principles; Elementary Education; *Minority Group Children; Parent Teacher Cooperation; *Teacher Effectiveness; Teacher Improvement; Teacher Role; Teacher Student Relationship
IDENTIFIERS- Teacher Expectations

Guidelines for effectively teaching minority students, Grades K-6, are presented in this manual, which is divided into six sections. Each section presents a different teaching principle, explains the rationale behind it, and provides a list of suggestions and/or comments from teachers. The six principles are: (1) Every child can learn if you have high expectations for all of your students. (2) Every child can learn if you approach instruction systematically with clear goals and objectives, emphasizing time-on-task and achievement. (3) Every child can learn if your instruction is multiculturally based. (4) Every child can learn if you accurately assess student achievement and use that data appropriately. (5) Every child can learn if you establish a positive classroom climate that includes maintaining firm, fair, and consistent discipline practices. (6) Every child can learn if you establish a positive home-school relationship. (KH)

ED 259 057 UD 024 330

Stanley, Cheryl; And Others
Magnet Schools: Eighth Annual Final Report, 1982-83.
Houston Independent School District, Tex.
PUB DATE- 83
NOTE- 18p.; For the ninth annual report, see UD 024 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Black Students; Compliance (Legal); *Desegregation Plans; Elementary Secondary Education; Enrollment; Hispanic Americans; *Magnet Schools; *Program Effectiveness; Racial Composition; Racial Integration; Student Transportation
IDENTIFIERS- *Houston Independent School District TX

The Houston Independent School District operated 70 magnet schools during 1982-83. These programs represented all grade levels and ranged from fine arts programs to extended instructional day programs and programs for the academically able student. According to data reported by individual magnet schools, program audits, and site visits, the magnet schools were able to accomplish all four of their stated goals as defined by the 1975 U.S. District Court decree under which the magnet plan was implemented. First the number of ethnically isolated schools for 1982-83 was reduced to 103 (as compared to 121 during the baseline year of 1974-75). Second, the number of students attending ethnically isolated schools was reduced to 44.7% , down from 54.9% in 1974-75. Third, 12,127 students were provided with free transportation to magnet schools (an increase of 1,112 students). And fourth, the overall makeup of the magnet school student population (including participants of cluster centers) was 38.1% Black, 28.8% Hispanic, and 33.1% White. Furthermore, the number of performance objectives attained during 1982-83 (314 out of 342) represented the highest percentage yet attained. The objectives most frequently not met concerned enrollment, recruitment, and academic achievement. (KH)

ED 259 071 UD 024 347

Zill, Nicholas
Poverty and Educational Achievement: An Analysis Plan.
Child Trends, Inc., Washington, DC.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 85
NOTE- 52p.; For a related document, see UD 024 346.
CONTRACT- P-84-0055
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Compensatory Education; Databases; *Demography; Economically Disadvantaged; *Economic Factors; Educationally Disadvantaged; *Educational Quality; Elementary Secondary Education; Family Income; Low Income Groups; Population Trends; *Poverty; Research Needs; *Trend Analysis

This paper describes a series of proposed analyses that would make use of existing information from national surveys of the school-aged population and other large-scale databases in order to illuminate trends in the makeup, life circumstances, schooling, and educational achievement of the population of United States children that is eligible for compensatory education services. The proposed analyses address the following major questions (1) What are the demographic characteristics of United States children from low-income families, and how have these characteristics changed over time? (2) What is the latest statistical evidence about the relationship between poverty and educational achievement, and is there any sign that this relationship has changed over time? (3) What is the latest statistical evidence about the relationship between poverty and the quality of educational services received by students, and is there any sign that this relationship has changed? (4) What are some of the implications of the demographic characteristics and population trends for the organization and delivery of compensatory education services? For each proposed analysis, the paper provides the following: the purpose of the analysis; the rationale for carrying it out; the databases that could be used to provide the required information; the steps involved in analyzing these data; an estimate of the effort required; and suggestions for coordinating the task with the other proposed analyses. In addition, the report contains selected references to previous studies on the same or related topics, and to written descriptions of the recommended databases. (KH)

ED 258 808 SE 045 804

Resnick, Lauren B.; Gelman, Rochel

Mathematical and Scientific Knowledge: An Overview.

Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- LRDC-1985/12
PUB DATE- 85
NOTE- 23p.; Reprinted from "Issues in Cognition: Proceedings of a Joint Conference in Psychology."
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Addition; Algorithms; *Cognitive Development; *Cognitive Processes; *Cognitive Structures; Educational Research; Learning Strategies; *Mathematics; Mathematics Education; *Schemata (Cognition); Science Education; *Sciences; Subtraction; Theories

Most of the research on mathematical and scientific thinking has been concerned with uncovering knowledge structures and reasoning processes in people of different levels of competence. How these structures and processes are acquired has only recently become a major concern. Thus, some of the major research on mathematical and scientific thinking is reviewed, giving particular attention to work that sheds light on the processes of learning and development. Three areas of research are addressed: (1) the role of organizing schemata or structures in scientific and mathematical thinking; (2) the spontaneous construction or application of theories (considering investigations involving simple addition and subtraction); and (3) implicit understanding expressed as the invention of procedures. The research examined indicates that the kinds of schemata people have made differences in their methods and levels of success in problem-solving. In addition, the schemata of experts may either be refinement of the schemata of novices in the same domain, or the schemata between novices and experts may be in direct conflict. Other research suggests that attention should be addressed to the processes learners use to construct spontaneous theories. These theories, because they are often "wrong," must be constructed by the learners themselves. (JN)

Lopez, Gil; Aranson, Joel B.
Promoting Success through Collaborative Ventures in Precollege Science and Mathematics.
National Association of Precollege Directors, New York, NY.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, N.Y.; National Action Council for Minorities in Engineering, Inc., New York, NY.
PUB DATE- 85
NOTE- 67p.; Photographs will not reproduce well.
AVAILABLE FROM- National Association of Precollege Directors, c/o National Council for Minorities in Engineering, Inc., 3 West 35th Street, New York, NY 10001 ($5.00 per copy, plus $2.50 postage, $4.50 each for 2-9 copies plus $2.50 postage.)
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Career Planning; College School Cooperation; *Cooperative Programs; *Engineering Education; Industry; Information Networks; *Mathematics Education; *Minority Groups; Models; *Program Descriptions; School Business Relationship; *Science Education; Science Programs; Secondary Education; Technology

This publication presents a synthesis of the efforts made over a decade to increase minority participation in precollege engineering studies. It is produced by the National Association of Precollege Directors (NAPD), a coalition of 19 program specialists which serves as a central base for program networking and the sharing of ideas and information that promote academic success in students. These programs serve to increase student scholastic achievement in all subject areas, especially mathematics and science, and to heighten student awareness of careers in engineering, science, and technology. Functioning as educational extensions to participating schools, they involve industry and higher education facilities in program activities. Tutorial services are also provided and detailed records that continually monitor academic performance are maintained throughout the students' high school years. The report describes various NAPD programs, presents a brief history of the precollege minority engineering effort and identifies common elements of the different program models. Generalized program results are summarized in tabular form. Appendices include: (1) program summaries; (2) a list of NAPD members; (3) bibliographic references; and (4) a list of NAPD program sponsors. (ML)

ED 258 896 SO 016 648

Burns, Edward
Loan and Mortgage Spreadsheet.
PUB DATE- 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Computer Software; *Consumer Education; Decision Making; *Economics Education; Higher Education; *Interest (Finance); *Loan Repayment; *Money Management; Secondary Education

Information about the effect of changes in interest rates and the length of repayment on mortgages is available through the use of this loan and mortgage spreadsheet program designed for use on Apple computers. It is especially designed to help people evaluate the relative advantages of a variable rate mortgage with a low initial rate of interest against mortgages with a higher but fixed rate of interest. The program allows the user to determine monthly payments for both types of mortgages and to calculate total interest payments. The program has two major options, one for fixed rate mortgages and one for variable rate mortgages. For fixed rate mortgages up to ten different interest rates can be specified. For adjustable rate mortgages the program allows the user to experiment with different rates of increase and decrease. Procedures for operating the program are detailed and the program is provided. (IS)

ED 258 922 SO 016 705

Let's Vote!

Illinois State Board of Education, Springfield.; Illinois State Board of Elections, Springfield.
REPORT NO.- 4M-5-87B-42-No-238
PUB DATE- Aug 84
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Vocabulary; Citizen Participation; *Citizenship Education; Citizenship Responsibility; *Elections; Elementary Education; Learning Activities; *Social Studies; *Voting

These activities are intended to acquaint elementary students with the voting process. Students in grades K-4 are introduced to vocabulary concerning voting through games and classroom discussions. A voting area is simulated in the classroom. Students are given the opportunity to vote for their favorite dog, bird, and wild animal. So that they can compare candidates within each category, students are given charts describing characteristics of various dogs, birds, and wild animals. Pre-election day activities include discussions of the candidates, making clay figures of the candidates, and having each child tell why he or she thinks his or her favorite is the best. Students are made acquainted with the concept of voter qualification through classroom discussions. Students are also introduced to voting procedures, e.g., students make signs to be used in and around the polling place, and they make badges for the election judges to wear on election day. Many student handouts concerning voting that can be used in the activities are included in the publication, e.g., a connect-the-dots picture of a boy voting, a find-the-way to the polling place maze, crossword puzzles, and pictures of the candidates to color. (RM)

ED 258 953 SP 026 345

Andre, John C.; Means, John R.

Rate of Imagery in Mental Practice: An Experimental Investigation.

PUB DATE- 25 Apr 85
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavioral Objectives; *Cognitive Processes; College Students; *Drills (Practice); Encoding (Psychology); Higher Education; *Imagination; Performance Factors; *Physical Activities; Research Methodology; *Visualization

This study examined the effects of mental practice (MP), slow motion mental practice (SMMP), and attention placebo control (APC) on the performance of the putting throw in Frisbee disc golf. Subjects were randomly assigned to the three groups and participated in a pre-treatment performance session, a five session treatment phase, and a post-treatment performance session. Performance changes were examined, as were repeated measures manipulation check questionnaires. It was hypothesized that the SMMP group would demonstrate the greatest improvement due to the possible imagery-enhancement effects of the slowed presentation of mental practice, that the MP group would also show significant improvement, and that the APC group would show slight non-significant improvement because of expectancy factors. Performance analysis of variance (ANOVA) revealed no significant main or interaction effects, but did indicate a slight trend toward improvement on the repeated measures factor. A number of suggestions for the improvement of the present design were offered, and it was concluded that further, methodologically-sound and theoretically-based experimentation is needed in this area. (Authors)

ED 258 999 TM 850 367

Amos, Lundee W.; And Others
Development of Invitational Teaching Survey.
PUB DATE- Apr 85
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; Higher Education; Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Behavior; Test Construction; Test Reliability; Test Validity
IDENTIFIERS- *Invitational Education; Invitational Teaching Survey

The development of the Invitational Teaching Survey (ITS) which measures personally and professionally inviting teacher practices within the framework of invitational education was discussed. The development included initial item identification, validity evidence based on judgments, item selection based on judgments, validity evidence from a factor analysis study, final item selection and revisions, reliability, correlation of subscores, and normative data. Research studies using the ITS are being conducted in three areas of higher education. The studies relate professionally and personally inviting teacher practices to student affective outcome measures. (DWH)

ED 259 030 TM 850 405

Linder, Fredric; And Others
Locus of Control and Value Orientations of Undergraduate and Graduate Students in a Teacher Education Program.
PUB DATE- Apr 85
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Education Majors; Females; Graduate Students; Higher Education; *Locus of Control; Males; *Quality of Life; *Sex Differences; Undergraduate Students; *Values
IDENTIFIERS- Rokeach Value Survey; Rotter Internal External Locus of Control Scale

The relationship between locus of control and value orientation was studied in adult teacher education majors. The Rotter Internal External Locus of Control Scale and Rokeach Value Survey were administered to 413 undergraduate and graduate students ranging in age from 18 years to over 50. Demographic data were also collected. The results showed that locus of control shifted as age increased to a more internal orientation. Furthermore, males were more internally oriented than females. Significant age differences and sex differences were observed for both terminal and instrumental values, as determined by two-way analysis of variance. Partial correlations of terminal and instrumental value rankings with locus of control scores controlled for age and sex indicated that more internally oriented persons valued self respect, wisdom, freedom, a sense of accomplishment, and intellectualism. Externally oriented persons valued family security, a comfortable life, and cheerfulness. (Author/GDC)

ED 258 792 SE 045 786

Well, Arnold D.; And Others
Statistical Reasoning in Novices.
PUB DATE- Aug 84
NOTE- 27p.; Paper presented at the Conference on Thinking (Cambridge, MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *College Mathematics; Comprehension; Heuristics; Higher Education; Mathematics Education; *Sample Size; *Sampling; *Statistical Analysis; *Statistics
IDENTIFIERS- *Misconceptions

There is a growing body of evidence indicating that people often overestimate the similarity between characteristics of random samples and those of the populations from which they are drawn. This paper: reviews studies that have attempted to determine whether the basic heuristic employed in thinking about random samples is passive and descriptive or whether it is deducible from a belief in active balancing; discusses the importance of sample size on judgments about the characteristics of random samples; and examines implications for instruction. For example, work done on sensitivity to sample size suggests that basic concepts and principles must be illustrated with a variety of examples if students are to be able to generalize them appropriately. Also, many statistics textbooks that discuss the Law of Large Numbers attempt to dispel students' belief in the gambler's fallacy; however, they assume that the basic misconception students have is active balancing, and they oppose this mechanism with the notion of "swamping." Current research suggests that such an approach is likely to be unfruitful because the problem is not that students think in terms of an incorrect process mechanism but that they do not think of random sampling in terms of any process model. (Author/JN)

ED 258 823   SE 045 819

Beal, Jack L.; And Others

A Study of Incentive Programs for Mathematics and Science Teachers in the Fifty States and District of Columbia, 1983-1985.

PUB DATE- Apr 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Financial Support; Higher Education; *Incentives; *Mathematics Education; Mathematics Teachers; *Science Education; Science Teachers; State Surveys; Teacher Certification; *Teacher Education; *Teacher Recruitment; *Teacher Shortage
IDENTIFIERS- Mathematics Education Research; Science Education Research

A current shortage of mathematics and science teachers exists in the United States. In response to this shortage, several states established incentive programs to increase the number of students training in these shortage areas or to encourage current teachers to upgrade their preparation for teaching mathematics and science. This report reviews the findings of a survey that was conducted of all 50 states and the District of Columbia to determine the extent to which states are implementing incentive programs. A 100 percent return rate was achieved. Survey results are presented in table form. Responses from the questionnaires indicate that over 50 percent of the states and the District of Columbia have some form of incentive program as a response to the national shortage of science and math teachers. The most common form of incentive is a loan program with a forgiveness clause. The most common requirement for eligibility is preservice teacher preparation for mathematics and/or science teaching. Some states indicated that they would have had programs but a lack of legislation funding prevented it. Appendices include: (1) survey form; (2) listing of types of incentive programs; (3) funding allocation figures; and (4) discipline shortages of states with incentive programs. (ML)

ED 258 853 SO 016 494

Verlag, Juventa

Youth Organisations and Youth Service Institutions in the Federal Republic of Germany.

International Youth Exchange and Visitors' Service of the Federal Republic of Germany, Bonn (West Germany).

REPORT NO.- ISBN-3-7799-0283-4
PUB DATE- 81
NOTE- 173p.; Document contains small print throughout. Prepared on behalf of the Federal Minister for Youth, Family and Health. Prepared on behalf of the Federal Minister for Youth, Family and Health.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Comparative Education; Cultural Education; Extracurricular Activities; Foreign Countries; International Cooperation; *International Education; International Educational Exchange; International Organizations; International Programs; *Organizations (Groups); Student Exchange Programs; Study Abroad; Travel; *Youth; *Youth Agencies; Youth Clubs
IDENTIFIERS- *West Germany

This reference book describes the many groups and organizations in Germany that are involved in youth work. Its purpose is to facilitate the development of international contacts and to contribute to the international education of German youth. Youth work in Germany is briefly described in the book's introduction. The annotated listing is organized around the following categories: youth councils; youth organizations; organizations and institutions concerned with extracurricular cultural education of the young; international youth work, international youth meetings, and youth travel services; youth community services and organizations engaged in development aid and policy; youth service organizations and institutions in general; and statutory institutions concerned with youth policy and youth services. Information provided for each group includes the name of the group in English and in German; address and telephone number; background information; and a description of services, publications, and names of partners abroad. German and English indexes conclude the book. (RM)

ED 258 867 SO 016 524

Pejovich, Steve
Industrial Democracy: Conflict or Cooperation? Series on Public Issues No. 12.
REPORT NO.- ISBN-0-86599-019-0
PUB DATE- 84
NOTE- 16p.; For related documents, see SO 016 513-527
AVAILABLE FROM- Public Issues, Center for Free Enterprise, Texas A&M University, College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Capitalism; *Controversial Issues (Course Content); Decision Making; *Economics Education; Federal Regulation; *Government Role; Higher Education; Institutional Autonomy; Instructional Materials; *Labor Economics; *Participative Decision Making; Political Issues; Secondary Education; Social Problems
IDENTIFIERS- *Free Enterprise System; Government Industry Relationship; *Labor Management Cooperation

In this booklet, one of a series intended to apply economic principles to major social and political issues of the day, it is argued that government regulation of business has produced disappointing results, as evidenced by the steady rise of inflation rates in the 1970's, continuing unemployment, declining labor productivity, and increases in taxes and welfare payments. Despite these failures to accelerate economic growth, proponents of government interventionism are offering a new set of government controls known as national industrial policy. Yet industrial democracy (labor participation in decision making) is inconsistent with the requirements of economic efficiency and labor participation weakens the right of ownership and causes corporate decisions to become politicized. The booklet presents brief subsections outlining three different levels of labor participation in decision making, philosophical foundations of labor participation, labor participation plans in four countries (West Germany, Norway, Ireland, and the United States), the pros and cons of industrial democracy, social consequences of labor participation, and results of codetermination in Western Europe. (LH)

ED 258 938 SP 026 150

The New Approach to Educational & Economic Excellence in South Carolina.

South Carolina Governor's Office, Columbia.

PUB DATE- 84
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Basic Skills; Educational Facilities; Educational Finance; *Educational Innovation; Educational Legislation; Elementary Secondary Education; Graduation Requirements; *Improvement Programs; School Administration; *State Action; Teacher Education; Teacher Effectiveness; Time Management
IDENTIFIERS- Excellence in Education; *South Carolina

In 1984 the General Assembly of South Carolina passed the Education Improvement Act of 1984--the "New Approach", a comprehensive educational reform measure. The following action initiatives were mandated: (1) increase academic standards; (2) strengthen student discipline and attendance in the schools; (3) provide more effective use of classroom time; (4) provide programs of excellence for talented students; (5) provide more relevant vocational training programs; (6) provide programs of excellence for handicapped students; (7) require an exit exam for graduation; (8) enactment of a promotion policy; (9) improve the basic skills in all grades; (10) increase the number of highly qualified persons going into teacher profession; (11) raise teacher salaries in order to attract and hold qualified persons in teaching; (12) improve preservice and inservice teacher training; (13) maximize the utilization of teaching time and talent; (14) recruit the most able candidates to become principals and administrators; (15) improve the training and evaluation of prospective and current school administrators; (16) evaluate and reward schools and school districts based on measurable performance and progress; (17) focus the planning of schools and school districts on instructional improvement, and effective use of resources; (18) monitor annually the implementation of the Educational Improvement Act; (19) strengthen the involvement of parents in their children's education; (20) increase the participation of business and industry in the public schools; (21) broaden community involvement in the public schools; and (22) perform pressing repairs, renovations and construction on school buildings. (JD)

ED 258 969 SP 026 464

Novak, John M.
Invitational Teaching for Mere Mortals.

PUB DATE- 1 Apr 85
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Helping Relationship; *Humanistic Education; Interpersonal Relationship; Motivation; *Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Invitational Education

This paper traces the developement of invitational learning and argues that it has become more precise and applicable as a result of critiques from within. Next, the current invitational model with its "wide-lens" focus is critiqued from its inability to go deeper into the implications of educating: teaching, learning, curriculum, and governance. Building on these distinct commonplaces, a theory of practice emphasizing educative events is presented. For invitations to be brought down to earth for teachers, and for the inviting process to remain pedagogically fresh, a more sensitive model is needed. An inviting theory of educational practice is proposed, informed by the concept of caring developed by Nel Noddings (1983), by the helping relations, and by the social-judgmental nature of knowledge suggested by Richard Bernstein (1983). (Author/JD)

ED 258 984 TM 850 324

Powers, Donald E; And Others
Test Score Changes on the GRE General (Aptitude) Test.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-85-4
PUB DATE- Jan 85
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aptitude Tests; College Admission; *College Entrance Examinations; Higher Education; Scores; Standardized Tests; *Student Attitudes; *Test Coaching; Test Use
IDENTIFIERS- Graduate Record Examinations; Score Variation; *Test Repeaters

Test repetition is a significant phenomenon in standardized admissions testing in terms of the numbers of examinees involved. This study was initiated to determine what additional advice might be offered to test takers contemplating repetition of the Graduate Record Examinations (GRE) and test users confronted with how to interpret multiple test scores in the admissions process. The study provided additional support for advising test takers of the desirability of test preparation. Several techniques for evaluating multiple test scores were presented including use of the highest score, the most recent score, or the average of all test scores. The average of several scores, if earned in a short period of time, may be the best technique. However, regardless of the approach adopted, it should be used consistently with all applicants. Through a survey of examinees who had repeated the GRE General (Aptitude) Test, this study documented some of the factors involved in GRE test takers' decisions to repeat the test and examined the relationship of these factors to test score changes. (DWH)

ED 259 015 TM 850 384

Cookingham, Frank G.
Effect of Mailing Address Style on Survey Response Rate.
PUB DATE- Mar 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Higher Education; *Input Output Devices; Questionnaires; *Research Methodology; *Responses; Sample Size; *Surveys; Teacher Attitudes
IDENTIFIERS- Address Labels; Computerized Techniques; *Mail Surveys; *Response Rates (Questionnaires)

This study determined the effect of using mailing labels prepared by a letter-quality computer printer on survey response rate. D. A. Dillman's personalization approach to conducting mail surveys suggests that envelopes with addresses typed directly on them may produce a higher response rate than envelopes with addresses typed on self-adhesive labels. Two surveys were sent to the same 340 graduates of teacher preparation programs from one public university. In the first survey half of the graduates received up to three mailings in white No. 10 envelopes with addresses typed directly on them, while the other half received envelopes with addresses typed on self-adhesive mailing labels. The questionnaire contained four multiple choice items. Response rates were 80 percent and 78 percent respectively. In the second survey the same procedures were used, with half of each group from the first survey receiving the two types of envelopes. The questionnaire was longer and more complicated, and manila, instead of white No. 10, envelopes were used. The response rates were 63 percent for directly typed addresses and 65 percent for addresses on mailing labels. Results indicate letter-quality computer printers can be used to prepare address labels for surveys of an interested population without significantly reducing response rate. (Author/DWH)

ED 259 044 UD 024 310

Berry, Helen J.; And Others
Creating New Linkages for the Adoption of Black Children.
North Carolina Univ., Chapel Hill. School of Social Work.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; North Carolina State Dept. of Human Resources, Raleigh.
PUB DATE- Aug 84
NOTE- 222p.
GRANT- HDJA-3899
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adoption; *Agency Cooperation; *Black Community; Black Family; *Black Youth; Child Welfare; Community Involvement; Community Organizations; Government Role; Nonprofit Organizations; *Public Agencies; *Social Agencies; Social Services
IDENTIFIERS- *Friends of Black Children Project

In this manual, the Friends of Black Children Project presents ideas for promoting and facilitating cooperation between social service agencies and black communities who are concerned about the disproportionate number of black children who remain homeless and unadopted. The guide is divided into four sections. Section I presents an overview of the Friends of Black Children Project (which is located at the University of North Carolina at Chapel Hill). The goal of this project is said to be the development and testing of strategies involving collaborative work between four local county departments of social services and the black communities. Section II describes specific techniques that social service agencies can use when working with black families and the black community. Section III, on black community involvement, gives suggestions for local citizens who are organizing and working with county social services agencies. Finally, Section IV contains recommendations, addressed to State and local agencies, on organizing and facilitating the work of State-level advisory groups. Four appendices include: (1) a list of training resources and strategies; (2) a bibliography and resource guide; (3) sample questionnaires (sample of evaluation tools used by the Friends of Black Children Project); and (4) sample media and publicity materials. (KH)

ED 259 058 UD 024 331

Stanley, Cheryl; And Others
Magnet Schools: Ninth Annual Final Report, 1983-84.
Houston Independent School District, Tex.
PUB DATE- 84
NOTE- 33p.; For the eighth annual report, see UD 024 330.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Black Students; Compliance (Legal); *Desegregation Plans; Elementary Secondary Education; Enrollment; Hispanic Americans; *Magnet Schools; *Program Effectiveness; Racial Composition; Racial Integration; *School Desegregation; Student Transportation
IDENTIFIERS- *Houston Independent School District TX

The Houston Independent School District operated 78 magnet schools during 1983-84. Located on 70 campuses, the programs represented all grade levels and ranged from fine arts programs to extended instructional day programs and programs for the academically able student. During 1983-84, the magnet school plan accomplished its stated objectives (the first four were defined by the 1975 U.S. District Court decree under which the magnet plan was implemented.) (1) It reduced the number of ethnically isolated schools from 121 in the baseline year of 1974-75 to 106. (2) It reduced the number of students attending ethnically isolated schools from 54.9% in 1974-75 to 46.9%. (3) Free transportation was provided to 12,827 students, an increase of 700 students. (4) The overall makeup of the magnet school and Cluster Center student population was 37.6% Black, 26.7% Hispanic, and 35.9% White. (5) The magnet schools accomplished 336, or 93% of the 361 proposed performance objectives. The objectives most frequently not met concerned enrollment, recruitment, and academic achievement. Expansion of the Magnet School Plan and refinement of existing programs will offer more students the opportunity to participate in what has proven to be a largely successful program. (KH)

ED 259 072 UD 024 348

Burton, Warren H.; Strickland, Larry

Special Observances Honoring Our Nation's Peoples: A Generic Approach. Office for Equity Education's Multicultural Education Resource Series.

Washington Office of the State Superintendent of Public Instruction, Olympia. Office for Equity Education.

PUB DATE- Apr 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Cultural Background; Elementary Secondary Education; *Ethnic Groups; *Multicultural Education; Resource Materials; Student Participation
IDENTIFIERS- American Indian Day; Asian Pacific American Heritage Week; Black History Month; *Commemorative Events; Hispanic Heritage Week; National Womens History Week

This document advocates special observances at school as a way of honoring the nation's people and teaching respect for others in the context of multiculturalism. The introduction provides general advice on maximizing the impact of special observances. Section 1 cites ways of stimulating interest such as showing films, and displaying posters, photographs, and objects of historical significance. Section 2 sketches ways of gathering information, for example, by providing students with background information, inviting guests from the ethnic community, taking the class on a field trip, and having students analyze news and entertainment media for stereotypes. Section 3 outlines ways of expressing new knowledge through, for example, having students present panel discussions, plan a parade, and perform dramas and music. Section 4 lists the following major observances, along with resources: (1) Afro-American Black History Month; (2) National Women's History Week; (3) Asian/Pacific American Heritage Week; (4) Hispanic Heritage Week; (5) Native American Day/American Indian Day. General resources from the National Education Association are also listed. Section 5 provides activity and program guidelines for Black History Month. An appendix lists appropriate documents, events, organizations, and personalities. (RDN)

ED 258 753 RC 015 320

Popper, Frank J.; And Others

The City House and the Country House: Land-Use Policies and Rural Poverty in the Northeast. Coal, Poverty, and Development Policy in Eastern Kentucky. Development and Management of Forest Resources for Rural Development in the Pacific Northwest. Natural and Human Resources: Major Public Policy and Minority Rural Land Ownership, Management, and Use. Rural Development, Poverty, and Natural Resources Workshop Paper Series, Part V.

SPONS. AGENCY- Ford Foundation, New York, N.Y.

PUB DATE- 83

NOTE- 120p.; For related documents, see RC 015 315-321.

AVAILABLE FROM- National Center for Food and Agricultural Policy, Resources for the Future, 1616 P Street, N.W., Washington, DC 20036 (free).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Blacks; Case Studies; Coal; *Economic Factors; Farmers; Farm Management; Human Resources; Land Use; Mining; *Natural Resources; *Poverty; Poverty Areas; Public Policy; *Rural Areas; *Rural Development; Rural Economics; Rural Population; Rural Urban Differences; Zoning

IDENTIFIERS- *Economic Trends; Economies of Scale; Kentucky (East); *Land Ethos; United States (Northeast); United States (Northwest)

This workshop collection contains four case studies regarding particular relationships between specific resources and clientele or user groups, and three discussions based on those four papers and/or conference discussions. The first paper discusses urban land use origins and compares urban policies with rural policies suggesting that future rural land use should not be based on urban policies. Focusing on poverty and coal mining in Kentucky, the second paper, by Cynthia L. Duncan and William A. Duncan, supports community-oriented development policies. The third paper, by Joe B. Stevens, provides an historical overview of the Pacific Northwest's economy; discusses the current status of forest, human, and community resources with a focus on poverty; and, through operationalizing the concept of "income distribution," suggests that multiple definitions are needed to examine the impact of forest-related policies. Focusing on blacks, the final case study, by T. T. Williams, Richard Morse, and Avery Webber, is concerned with the impact of government policies on minority rural land ownership, management, and use. After a brief history, the paper looks at contemporary black rural land tenure in the South and suggests implementation of policies designed to strengthen the capability of small farmers to increase their total output, thus enhancing economic viability of black farmers. Comments focus briefly on major points from the case studies and suggest areas for further investigation. (PM)

ED 258 766 RC 015 335

Tsapah Talks of Pheasant and Other Stories. The Indian Reading Series: Stories and Legends of the Northwest. Level VI.

Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
NOTE- 116p.; For the teacher's manual, see RC 015 334.
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Culture; *American Indian Literature; American Indians; *Childrens Literature; Cultural Background; Cultural Images; Elementary Education; Illustrations; *Legends; *Supplementary Reading Materials; Tribes
IDENTIFIERS- Oral Tradition; *Pacific Northwest Indian Reading and Language Prog; *Pacific Northwest Tribes

Designed as supplementary reading material for Indian and non-Indian children in the elementary grades, this reader presents 19 stories and legends of the Northwest tribes. Stories in this sixth level of the six-level series were developed cooperatively by Indian people of Pacific Northwest reservations. Each of the 19 stories has a title page with full-page illustration and includes the tribe and the individuals responsible for the story. The first four stories provide an opportunity to compare and contrast the three Indian culture groups of the Northwest region (coast, plains, and plateau) as well as the pre-contact, reservation, and modern periods of Indian culture. Stories about the modern period of Indian culture are "A Cultural Change" (Blackfeet), "Willie's Tribe" (Kootenai), and "Tsapah Talks of Pheasant" (Muckleshoot). Stories about the reservation period are "Nina Saves Roan" (Shoalwater Bay), "Adventures on an Island" (Shoalwater Bay) and "The Story of Wild Horse Island" (Kootenai). The remaining 13 stories are from the pre-contact period and emphasize core values for Northwest tribes, e.g., harmony with nature and the importance of kinship and family obligations. Titles include "Coyote and Crane" (Klamath), "Scabby Bear" (Assiniboine, Sioux), "Sun's Daughter" (Skokomish), "Indian Giant" (Burns-Paiute), and "One That Got Away" (Salish). (JHZ)

ED 258 779 RC 015 356

Zavaleta, Tony; And Others
Health Needs Assessment Survey for Brownsville, Texas. A U.S.-Mexico Border Community Case Study 1983-1985.
Brownsville Community Health Clinic, TX.; Brownsville Health Dept., TX.; Texas Southmost Coll., Brownsville.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- 85
NOTE- 700p.
GRANT- USDHHS-06H-000572-06
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Auditory Evaluation; Census Figures; Community Surveys; Dental Evaluation; *Disabilities; *Health Needs; *Medical Care Evaluation; Medical Evaluation; Medical Services; *Mexican Americans; *Needs Assessment; Nutrition; Population Distribution; Predictor Variables; Psychiatric Services; Quality of Life; Questionnaires; Socioeconomic Influences; Tables (Data)
IDENTIFIERS- Folk Medicine; Health Delivery Systems; Health Status; *Mexico; *Texas (Brownsville)

The sister cities of Brownsville, Texas and H. Matamoros Tamaulipas represent a microcosm of United States-Mexico border cities. The combined characteristics of urban poverty, an agricultural-based economy and high unemployment, in a predominantly Hispanic population, coupled with a high percentage of illegal aliens produce a situation of poor health status and severe health needs. In 1984, the Brownsville Health Department, Brownsville Community Health Clinic, and the Border Research Institute, with support from the United States Department of Health and Human Services, undertook a health needs assessment survey of its population. An original instrument was developed in English and Spanish and a random sample of low/low-moderate income areas of town were surveyed (n=3,000 families). The survey results provided an analysis of the health needs of the Brownsville area and revealed many health need relationships between the two cities. Twenty-one recommendations were made, which, with the results, will serve as a model to develop more effective health care delivery systems. Following a brief narrative section, results are broken down, discussed by variables, and displayed in both graphic and tabular forms. The survey instrument in English and Spanish, maps, and tables of supportive demographic characteristics for Brownsville neighborhoods from the 1980 census are included. A select bibliography of relevant literature is appended. (Author/PM)

ED 258 882 SO 016 613

Haas, Mary E.

Evaluating Sponsored Materials. How to Do It in the Social Studies Classroom. Series 4, Number 3.

National Council for the Social Studies, Washington, D.C.

PUB DATE- 85

NOTE- 5p.; For other issues in the "How to Do It" series, see SO 016 609-612.

AVAILABLE FROM- National Council for the Social Studies, 3501 Newark St., N.W., Washington, DC 20016 (1-9 copies, $2.00 each; quantity discounts available).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Bias; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Instructional Material Evaluation; Instructional Materials; Media Selection; Organizations (Groups); Performance Factors; Propaganda; *Social Studies

IDENTIFIERS- Free Materials; *Guest Speakers; *Sponsored Materials

Forms that social studies teachers can use to evaluate sponsored materials and guest speakers are provided. Sponsoring organizations prepare instructional materials that they would like to be used as presented. They often argue for the quality of the materials based on the facts that they were prepared by educators; contain objectives, definitions, activity suggestions, and tests; and have been classroom tested. However, when the free sponsored materials are examined, they are often found to contain such critical thinking errors as failure to substantiate assertions with facts, distortion of facts through the use of propaganda techniques, and the misrepresentation of viewpoints. Therefore, sponsored materials and guest speakers need to be carefully evaluated. Two evaluation forms are provided. The first, "Teacher Evaluation of Sponsored Materials," should be used during the selection and lesson planning phase. This form might also be given to an individual or group with objections to the use of a particular set of sponsored materials. The second form, "Guest Speaker Evaluation," is designed to help the teacher and student evaluate a speaker's presentation. (RM)

ED 258 897 SO 016 649

Applied Music (Individual Study).
Texas Education Agency, Austin.
PUB DATE- 85
NOTE- 101p.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 201 East 11th St., Austin, TX 78701 (Order No. GES 452 03; $2.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Applied Music; Correspondence Study; Educational Administration; High Schools; *Independent Study; Individual Instruction; *Music Education; Performance Contracts; Testing; Vocal Music
IDENTIFIERS- Guitars; Organs (Musical Instrument); Piano Instruction; Pianos

Background information and resources to help students in grades 9-12 in Texas pursue an individual study contract in applied music is presented. To fulfill a contract students must publicly perform from memory, with accompaniment as specified, three selections from a list of approved music for their chosen field (instrument or voice). Material selected must represent more than one period of music history. Students must also demonstrate the ability to perform technical studies and scales commensurate with the difficulty of the memorized selections. The bulk of this publication contains the approved list for applied music in the categories of piano, organ, and classic guitar. The list provides choices for various interests and levels of proficiency and indicates the period in which the music falls, e.g., baroque, romantic, classical. (The approved lists for other instruments and for voice are not included in this plan. However, availability information on publications containing these lists is provided.) Also provided is a student contract, a performance examiners' certification of grade and fulfillment of contract, and a discussion of administrative concerns, course requirements, and performance examinations. (RM)

ED 258 910 SO 016 665

Gunner, Elizabeth
Teaching about Africa South of the Sahara. Report. Council of Europe Teachers' Seminar (Lahti, Finland, August 5-10, 1984).
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT (85) 15-E
PUB DATE- 85
NOTE- 35p.; For related reports, see ED 257 731 and SO 016 664.
AVAILABLE FROM- Head Documentation Centre, Council of Europe, 67006, Strasbourg Cedex, France (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *African Culture; *African History; *Area Studies; Comparative Education; Cultural Awareness; Cultural Background; Developed Nations; Ecology; Economic Development; Educational Needs; Elementary Secondary Education; Films; Foreign Countries; Geography Instruction; *Instructional Improvement; Instructional Materials; International Relations; Languages; Natural Resources; Teaching Methods; Textbook Content; Textbook Evaluation
IDENTIFIERS- *Africa (Sub Sahara); Europe

Educators from European countries were presented with up-to-date information about Africa. The seminar was intended to help teachers present the African experience as cogently as possible in their classrooms. The main topics of the seminar are discussed, papers are summarized, discussions of the working groups are presented, participants' reactions to the seminar are discussed, and recommendations are listed. Papers deal with a variety of topics, including European attitudes toward Africa, the image of Africa in textbooks, the use of film for teaching about Africa, the development of national languages in Africa, the need to recognize the contribution of African art to world culture, the need for planners to listen to the views of African villagers, and Africa and the international community. Working groups examined the historical, cultural, and ecological approaches to studying Africa. Participants reacted very favorably to the seminar. It was recommended that children be made aware of African lands, and that the myths and stereotypes be dispelled. Appendices contain a participant list and addresses of centers providing resources on Africa. (RM)

ED 258 954 SP 026 346

Wood, W. Richard

Habituated Obsolescence or the Pursuit of Individual Excellence? Comparative Variations Between Norm-Referenced and Mastery Learning Methodologies.

PUB DATE- 25 Apr 85

NOTE- 9p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Tucson, AZ, April 25, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Ability Grouping; Elementary Secondary Education; Grades (Scholastic); *Mastery Learning; *Norm Referenced Tests; *Student Placement; Teaching Methods

Grouping students to facilitate instruction alone, instructional delivery systems which maintain student dependency on teachers, the practice of teaching to disseminate information without mastery, class norm-referenced grading practices, and study habits which focus on getting grades, help produce the educational dilemma faced today. In mastery learning, instructional objectives are hierarchical skill sequences from readiness to mastery. Student learning is compared to a fixed criterion (i.e., percent correct) tasks completed, objectives mastered, etc. These measures reveal the number of item or objectives that have been mastered and tests specifically identify students' concept weaknesses and strengths. Subsequent instruction either re-teaches in areas of weakness, or provides enrichment or extensions of the curriculum for students who have mastered the concepts. If any school system is to increase the expectations for student achievement, it must change from a norm-referenced placement, and competitive grading and instructional model, to a mastery methodology. (JD)

ED 259 000 TM 850 369

Bradley, Drake R.

Computer Simulation of Classic Studies in Psychology.

PUB DATE- Apr 84
NOTE- 22p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Oriented Programs; *Computer Simulation; *Courseware; Higher Education; *Monte Carlo Methods; Programed Instructional Materials; *Psychological Studies; Reliability; *Research Design; Statistical Data
IDENTIFIERS- *DATASIM (Computer Software)

This paper describes DATASIM, a comprehensive software package which generates simulated data for actual or hypothetical research designs. DATASIM is primarily intended for use in statistics and research methods courses, where it is used to generate "individualized" datasets for students to analyze, and later to correct their answers. The generality of its design allows DATASIM to be used to conduct Monte Carlo studies. The methods employed generate datasets whose statistics follow the appropriate sampling distributions. This is true provided that the distribution shape of the variable to be simulated is normal, and that the investigator has not set scale limits on the generation of the data in order to avoid "off range" values. The generation of simulated data by DATASIM for a particular research design is determined by parameters stored in an external file on disk. The application of simulation methods to assess power is examined for several classic studies. The appendices present results of several simulated datasets of the Aronson and Mills (1959) study of the effects of severity of initiation on liking for a group and the Miller and DiCara (1967) study on the instrumental conditioning of heart rate response in rats. (DWH)

ED 258 809 SE 045 805

Mason, E. J.; And Others
Two Structured Interviews for Studying Development of Logical Reasoning in Children and Adolescents. Internal Report 79 ON 12.
Catholic Univ., Nijmegen (Netherlands).
PUB DATE- Aug 79
NOTE- 52p.; A report of the Psychology Laboratory.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; *Comprehension; Elementary Secondary Education; *Interviews; *Logical Thinking; *Measures (Individuals); Research Methodology; *Test Construction
IDENTIFIERS- Netherlands

This paper describes the development and characteristics of structural interview procedures designed to aid researchers in investigating children's understanding of their logical arguments. The procedures comprise a system which assesses verbal expression, understanding of implication, and ability to reason logically; it also assesses understanding of parts of conditional arguments (the arguments presented as a whole) and of class inclusion aspects of implication. The first section of the paper describes the construction of the interviews and suggests modifications for their use in other kinds of studies. The second section describes the scoring methods used with the interviews. Inter-rater and scale realiability are also considered. The third and final section offers conclusions and suggestions for using the instrument. Illustrations of the interviews, scoring forms, and other related materials are provided in appendices. The instrument and procedures have been used successfully with subjects ranging from 5- to 15-years-old in the region of Nijmegen, the Netherlands. (JN)

ED 258 839 SE 045 337

Tamir, Pinchas, Ed.; And Others
Preservice and Inservice Education of Science Teachers. Based on an International Seminar of the Bat Sheva de Rothschild Foundation Held in Rehovot, Ein Gedi, and Jerusalem, January 1983.
REPORT NO.- ISBN-0-86689-022-X
PUB DATE- 83
NOTE- 641p.
AVAILABLE FROM- S. Pomerantz, 2242 Mt. Carmel Ave., Glenside, PA 19038.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Foreign Countries; *Inservice Teacher Education; Learning; *Preservice Teacher Education; Program Evaluation; *Science Education; *Science Instruction; *Science Teachers; Teacher Education Curriculum; *Teacher Education Programs; Teaching Methods
IDENTIFIERS- *Science Education Research

This book contains the papers presented at an international seminar which examined the state of the art and the problems and issues related to the preservice and inservice education of science teachers. These papers, numbering above 60, are arranged in 9 chapters. The first chapter provides a general overview of problems and issues related to science teacher education. The papers in the remaining eight chapters deal with various topics and issues focusing on: (1) culture, society, and teacher education; (2) learning and cognition; (3) preservice education; (4) inservice education; (5) teacher education for implementing curriculum materials; (6) practical and vicarious experiences; (7) research; and (8) evaluation. Each chapter includes a brief introduction written by its editor which provides an overview of the papers included in that chapter. (ML)

ED 258 923 SP 025 762

Shreeve, William; And Others
School Prayer--The Polarization Potential.
PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beliefs; Conservatism; Cultural Influences; Elementary Secondary Education; *Government School Relationship; Individual Differences; Interfaith Relations; *Political Influences; *Religion; Religious Conflict; *School Policy; *Teacher Attitudes
IDENTIFIERS- *School Prayer

A survey was conducted to obtain teachers' opinions on school prayer and the proposed school prayer amendment currently before the United States Senate. Fifty-five teachers and two student teachers completed a seven page questionnaire which surveyed their personal religious practices and beliefs, their attitudes toward the proposed amendment, and their attitudes toward the general concept of school prayer. As a group, the teachers were largely Protestant or Catholic, with four individuals identifing themselves as Buddhist, agnostic, atheistic or having no religious affiliation. No persons affiliated with the Jewish or Moslem faiths participated. Results indicated that the school prayer issue has the potential to split teachers along religious and philosophical lines for the first time in American History. (JD)

ED 258 970　　SP 026 465

Adler, Susan
The Irony of Professionalization.
PUB DATE- Apr 85
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Decision Making; Personal Autonomy; *Power Structure; *Professional Recognition; Teacher Stereotypes; *Teaching (Occupation)

Professionalization has been a recurring theme among educators since the nineteenth century. This paper explores the historical origins and development of the concept and processes of professionalization, both in general and applied to the occupation of teaching. The author argues that professionalization, viewed in its historical and cultural context, presents an inherent contradiction. While the rhetoric of professionalization holds a promise of enhanced autonomy and control for members of an occupation, the reality may often be a "deskilling" of teachers. Historical and sociological data are used to support this hypothesis. A history of professionalization is briefly discussed along with the development of an ideology of professionalization. The author describes the processes by which a hierarchical status structure within education seems to have developed. This is a structure within which practitioners have little power and recognition while research and policymakers may control the knowledge and behaviors of classroom practice. Thus ironically, the language and beliefs of professionalization may be used to mask teachers' lack of autonomy and control. (Author)

ED 259 031 TM 850 415

Johnson, Kathryn Mary; And Others
The Nature of Human Ability: An Historical Perspective on Intelligence.
PUB DATE- Apr 84
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Academic Ability; Academic Achievement; Cognitive Ability; Educational History; *Intelligence; *Intelligence Differences; Intelligence Quotient; Intelligence Tests; Learning Disabilities; *Learning Theories; *Nature Nurture Controversy; Social Bias; Socialization; Testing Problems
IDENTIFIERS- *Human Capacity Myth

Several common assumptions about human intelligence are challenged in this paper. The "bucket" theory of intelligence describes intelligence as a stable psychological characteristic which affects learning, and which, when accurately measured, predicts an individual's learning capacity. The authors reject the idea that people who have high achievement necessarily do so because they are more capable than others. The human capacity myth, which perpetuates self-fulfilling prophecy, is called unreasonable because learners do not necessarily always perform up to their capacities, nor are such abilities unchanging. Alternative perspectives of learning are examined: (1) most people have equal innate neurological capacity but learn differently due to differences in skill, motivation, or knowledge; (2) people have different innate capacities, but learning differences are the result of classical conditioning or reinforcement; and (3) heredity and environment interact to influence ability, but these differences in ability, especially as measured by intelligence tests, are too narrow to account for variations in learning. An historical review of other research which has criticized the concept of fixed intelligence and intelligence testing is also included. (GDC)

ED 258 793 SE 045 788

Heard, Suzanne Bryan; Marek, Edmund A.

Research of the Learning Cycle with the Anthropological Model.

PUB DATE- Apr 85
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Elementary Education; *Elementary School Science; *Inquiry; *Inservice Teacher Education; *Learning Processes; Program Effectiveness; Program Implementation; Science Education; *Science Instruction; Teaching Methods
IDENTIFIERS- Science Education Research

Relationships between an inquiry-oriented science inservice education program and teacher implementation of workshop-developed materials were investigated. Workshop topics included Piagetian learning theory, creating classrooms conducive to implementing inquiry-oriented science programs, use of the learning cycle, and matching learning activities to students' developmental stages. Workshop participants were matched with a control group of teachers who utilized the exposition method (reading and memorizing science concepts). A pretest-posttest design was used to measure the effects of the workshop on teaching methodology and on the knowledge organization and cognitive performance level of their students. These students were interviewed utilizing three Piagetian tasks (liquid, length, and weight) and nine objects (such as a marble) which they were to describe. Comparisons between the groups were made, noting the intellectual developmental levels and the language used when describing the objects. Since this research involved a thorough analysis of both the classroom environment and student interviews, an anthropological approach was used (with posttest data being collected during May 1985). Two findings from pretest data are these: intellectual development of experimental and control group students was approximately the same and experimental students could utilize property words better than control group students. (Author/JN)

ED 258 824 SE 045 820

Gallagher, James J.; Tobin, Kenneth
Teacher Management and Student Engagement in High School Science.

PUB DATE- 85
NOTE- 36p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High Schools; Learning Activities; *Learning Strategies; Rewards; Science Education; *Secondary School Science; *Student Behavior; Student Participation; *Teacher Characteristics; Teacher Education; Teacher Role; *Teacher Student Relationship; *Time on Task
IDENTIFIERS- *Australia; Science Education Research

Activities and interactions of teachers and students from high school science classes of Western Australia were investigated. Fifteen teachers from two co-educational high schools (private and public) serving medium socio-economic level families in the metropolitan area of Perth participated in the study. The specific foci were: (1) the instructional and managerial roles of the teacher; (2) interactions between teachers and students; and (3) student engagement in the prescribed learning tasks. The ethnographic investigation consisted of field notes from observations of the teachers and students in approximately 200 science lessons, written self report data on student engagement, questionnaire data from teachers and interview data from teachers and students. Findings are summarized in reference to content knowledge of the teacher, activity structure, reward system, teacher expectations, and disruptive students. Implications for educational researchers, teachers, and teacher educators are presented. The study recommends that exemplary teachers be used in ethnographic studies for modeling. It is also suggested that the information from the study be used to assist teachers in self-examination of teaching practices and to assist teacher educators in evaluation of teacher preparation and continuing education programs. (ML)

ED 258 868 SO 016 525

Greenhut, Melvin L.; Smithson, Charles W.

The Budget Deficit--The "Crisis" of the 80's. Series on Public Issues No. 13.

REPORT NO.- ISBN-0-86599-023-0
PUB DATE- 84
NOTE- 28p.; For related documents, see SO 016 513-527.
AVAILABLE FROM- Public Issues, Center for Free Enterprise, Texas A&M University, College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Budgets; Capitalism; Controversial Issues (Course Content); Economics Education; *Federal Government; *Government Role; *Inflation (Economics); Instructional Materials; *Interest (Finance); Public Policy; Secondary Education
IDENTIFIERS- *Deficit Spending; Free Enterprise System; Keynesian Economics; Monetarism

In this booklet, one of a series intended to apply economic principles to major social and political issues of the day, an analogy is drawn between the dire predictions once made about the energy crisis and those now being made about a budget crisis. Concerns about the deficit have centered on inflation, interest rates, and growth of the economy. This essay considers the relationship between those factors and the federal budget deficit. The topics covered include: (1) how the deficit got so large; (2) how a deficit can be financed; (3) the relationship between deficits and inflation; (4) the relationship between deficits and high interest rates, including interest rates and debt financing, interest rates and monetizing the deficit, and interest rates and tax financing; (5) the question of whether a deficit stimulates growth; (6) the question of whether a deficit retards growth; and (7) whether a balanced budget amendment is a wonder drug for the 1980's. Brief sections deal with bracket creep, monetizing the deficit, money and prices, deficits and inflation, monetarists and Keynesians, a simplified example of the relationship between the deficit and employment, and the historical roots of fiscal responsibility. (IS)

Marks, Lynette K.
SEMS: School Experience Memory Study. A Study of Rural Adults' Memories of Teachers and School.
PUB DATE- 1 Apr 85
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Attitudes; Elementary Secondary Education; Followup Studies; *Outcomes of Education; Personality Assessment; *Rural Education; *School Effectiveness; Teacher Behavior; *Teacher Characteristics; *Teacher Effectiveness; Teacher Evaluation

A survey questionnaire asked adult (aged 18 or older) respondents to list, in order of importance, the five most important characteristics of their best and worst teachers in school; to answer the question: "What didn't school teach you?"; and to grade schools locally and nationally on a scale from A through F (A through D and F for Fail). A sample of adults from a rural area in West Virginia was selected. Of the target population, 8.2 percent were included in the sample. The sample was representative for sex, age, and household size, but biased toward the upper ends of income and education levels. The results of the study are presented with graphs and narrative discussion, including significant quotations from responents. Personal attributes of teachers upon which judgments were based included appearance, rapport with students, and temperament. "Best" and "worst" judgements were also made on teaching methods, subject knowledge, and discipline. Respondents were asked to specify the level at which their best and worst teachers taught, and the subjects (high school) they taught. Schools were rated on their strengths and weaknesses in curriculum, their contribution to the development of social compentencies, and their success in developing thinking processes. Results of the study are discussed in the light of ways in which teacher education programs may be improved. (JD)

ED 258 985 TM 850 350

Smith, John K.; Heshusius, Lous

Closing Down the Conversation: The End of the Quantitative-Qualitative Debate among Educational Inquirers.

PUB DATE- Mar 85
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago,IL, March 31-April 4,1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; Educational Researchers; Experimenter Characteristics; Literature Reviews; *Reliability; *Research Design; Research Methodology; *Research Problems; *Validity
IDENTIFIERS- *Qualitative Research; *Quantitative Research

Educational researchers have claimed that the quantitative and qualitative approaches to educational inquiry are, indeed, compatible. However, it would be unfortunate to discontinue this debate. The quantitative-qualitative debate began with the interpretive approach to social inquiry. Dilthey argued that since cultural/moral sciences differ from natural/physical sciences, the context of the human experimenters' subjectivity, emotions, and values is significant. Concerned by inconsistent research interpretations, Weber unsuccessfully tried to synthesize a compromise between the two perspectives. Still, two distinct perspectives remained: the quantitative, realistic tradition describing independently existing social reality as it really is, and the qualitative, interpretive tradition assuming that social reality is mind-constructed according to internal coherence and social conditioning. More researchers considered the debate: Rist proposed a detente; Guba pursued criteria for qualitative or naturalistic inquiry. LeCompte and Goetz, Miles and Huberman, and Lynch de-emphasized the paradigmatic differences, implying that qualitative research is a procedural variation of quantitative inquiry. There are problems with this trend. Although the two approaches may be combined, each one's differing logic of justification affects the determination of validity. Other intellectual disciplines are also concerned with this debate. (GDC)

ED 259 016 TM 850 385

Walters, Janice; Tobias, Sigmund

The Effect of Anxiety and Strategy Training on Learning.

PUB DATE- Mar 85
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Aptitude Treatment Interaction; Cluster Grouping; Grade 7; Group Instruction; Junior High Schools; *Learning Strategies; Learning Theories; Memorization; *Recall (Psychology); Short Term Memory; *Test Anxiety; Test Coaching; Test Wiseness; *Word Lists
IDENTIFIERS- Test Anxiety Scale for Children; Worry Emotionality Scale (Morris Davis Hutchings)

The effectiveness of a strategy for remembering words from a word list was investigated in subjects who were high in test anxiety versus subjects who were low in test anxiety. Sixty seventh-grade volunteers from two urban junior high schools were assigned to the strategy training group or the control group. The strategy group was instructed to cluster words into their component categories, while the control group was urged to repeat the words sub-vocally. A free recall paradigm was used. Subjects recalled a list of twelve words from three categories (fruit, clothes, or animals) until one perfect recall was achieved. Subjects were then given a five-minute coding task and were asked to recall as many of the previously learned words as possible. Two measurements of test anxiety assessed state anxiety at both acquisition and at retrieval. The results supported the hypothesis that strategy training improved the performance of highly anxious subjects, compared to the control group. (GDC)

ED 259 045 UD 024 312

George, Eric
Black Teachers Lose Employment Ground, 1954-84. Staff Report 84-4.
Kentucky Commission on Human Rights, Louisville.
PUB DATE- May 85
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Black Teachers; Elementary Secondary Education; *Equal Opportunities (Jobs); *Public Schools; *Racial Composition; Racial Discrimination; Racial Segregation; Teacher Characteristics; *Teacher Employment; Teacher Rights
IDENTIFIERS- *Kentucky

Black teachers lost employment ground while White teachers gained employment ground in Kentucky's public schools between 1953-54 and 1983-84. The number of Black teachers rose by 181 while the number of White teachers rose by 13,672, an average net increase of one Black teacher for every 76 White teachers. The percentage of Black teachers declined steadily, from 6.8 percent to 4.5 percent. (If not for the Jefferson County Public Schools, which employed 400 more Black teachers during 1984 than the Jefferson County and Louisville districts combined during 1954, the number of Blacks teaching in Kentucky's public schools would have declined by 219.) The Black teacher gap grew enormously, from 96 more Black teachers than needed to reach parity between the percentages of Black teachers and students to a shortfall of 1,445 Black teachers. In addition between 1978-79 and 1983-84, Kentucky's public school districts reduced the number of Black teachers for the first time, allowed the percentage of Black teachers to decline over five times more than the percentage decline of White teachers, and allowed the Black teacher gap to rise to the highest level of any school year in this report. And finally, the Jefferson County Public Schools lost more Black teachers than all of the state's other school districts combined during the five-year period. (Author/CMG)

ED 259 059 UD 024 332

Report No. 5 to the United States District Court, District of Massachusetts on Boston School Desegregation, Volume I.
Massachusetts State Dept. of Education, Boston. Bureau of Operational Support.
PUB DATE- 15 Jul 85
NOTE- 40p.; For Volume II, see UD 024 333. For earlier reports, see ED 248 279-281 and ED 253 628-629.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; *Compliance (Legal); Desegregation Effects; Desegregation Methods; *Desegregation Plans; Educational Facilities; Elementary Secondary Education; Enrollment; Magnet Schools; Minority Groups; Parent Associations; Parent School Relationship; Program Implementation; Racial Integration; School Demography; *School Desegregation; School Personnel; Social Services; Student Organizations; Student Placement; Student Transportation; Vocational Education
IDENTIFIERS- *Boston Public Schools MA; Monitoring

Desegregation efforts made by the Boston Public School District between December, 1984, and May, 1985, are described and assessed in this executive summary of a monitoring report prepared for the U.S. District Court. Following a brief overview, separate sections deal with the following seven monitoring areas: student assignments, special desegregation measures, vocational/occupational education, facilities, staff, transportation, and parent and student organizations. Throughout this summary, emphasis is placed on the compliance status of outstanding court orders, and suggestions are made for a future monitoring process. The summary concludes with a brief discussion of disputes and modifications accepted during the year of study. (KH)

ED 258 767 RC 015 336

Arizona Commission of Indian Affairs 1984 Annual Report.
Arizona Commission of Indian Affairs, Phoenix.
PUB DATE- Sep 84
NOTE- 26p.; For the 1983 annual report, see ED 239 786.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Reservations; *American Indians; Budgets; Cultural Background; Demography; *Organizational Effectiveness; Profiles; *Public Relations; Self Determination; *State Government; *Technical Assistance; Tribal Sovereignty; Tribes
IDENTIFIERS- Arizona; *Arizona Commission of Indian Affairs; *State Tribal Relationship

Designed to provide insight into the Arizona Commission of Indian Affairs' proceedings, transactions, and findings, the 1984 annual report describes the year's efforts to improve communications, understanding, and working relationships between all concerned. After reviewing Commission meeting attendance and the attendance of related meetings, the report summarizes 25 projects completed during the year. Commission highlights include Commission appointments, notes on the Education Sub-Committee's meeting, award of a D'Arcy McNickle Memorial Fellowship in history research to the field coordinator, initiation of the Commission's Sunset Review Audit, the 10th Indian Town Hall, and two publications. Also reviewed in the highlights are 28 instances of technical assistance and liaison services, and major issues identified by the Commission which focus on court decisions ranging from tribal water, hunting, and fishing rights to legislation and regulation of bingo, state-tribal relationship, and federal policies upholding tribal self-government. A financial report details the allocation of $128,600. A profile of Indians in relation to non-Indians in Arizona describes urban lifestyles, the economy, community facilities, tribal governments, employment, youth, recreation, food, and cultural differences. The report also contains a list of Commission members, a map of Arizona Indian reservations, and population/acreage figures for Arizona reservations. (PM)

ED 258 780   RC 015 362

Milburn, Lonna; And Others

Acute Health Delivery, Energy Impact, and Rural Texas.

Texas Univ., Austin. Center for Social Work Research.

SPONS. AGENCY- Hoblitzelle Foundation, Dallas, TX.; Meadows Foundation, Dallas, Tex.; Richardson (Sid W.) Foundation, Fort Worth, Tex.

PUB DATE- Jun 85

NOTE- 164p.; Also sponsored by the Trull Foundation.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Client Characteristics (Human Services); *Community Change; Community Characteristics; *Delivery Systems; Health Facilities; Health Personnel; *Health Services; Petroleum Industry; Questionnaires; *Rural Areas; Socioeconomic Influences; *Trend Analysis

IDENTIFIERS- Acute Care; Boomtowns; *Energy Development; Energy Impact Scenario Model; Health Delivery Systems; *Impact; Impact Studies; Texas

To examine what changes occurred in the acute health care delivery systems of rural Texas energy impact communities from 1978 to 1983, a retrospective survey was used to acquire data from which a database could be generated that could provide information for community and state policy decisions. From a pool of communities chosen by a panel of experts, five communities were selected for study. Three survey tools were used to collect data about health manpower resources, operational status, physical infrastructures, and health care clients. Two interview questionnaires for agency representatives and community residents were also utilized. Using descriptive statistics methods for data analysis disclosed that during impact and/or post-impact periods manpower increased, costs rose, services became more varied, and building expansion occurred. Overall, there were more problems in the acute health care delivery system during the impact and post-impact than during pre-impact, causing agencies to expand and upgrade much sooner than they would have if the communities had remained pre-impact. Regardless of the problems associated with energy impact, acute health care delivery systems improved. Graphic and tabular information is presented in the data analysis section and conclusions are broken down into specific subheadings reflecting impact period, problems, and changes. (PM)

ED 258 810 SE 045 806

McNicol, Shirley; And Others
A Study of Arithmetical Problem Solving Abilities of Young Children through the Use of Calculators.
McGill Univ., Montreal (Quebec).
SPONS. AGENCY- Quebec Dept. of Education, Quebec.
PUB DATE- Jun 85
NOTE- 207p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Arithmetic; Attitude Change; *Calculators; *Elementary School Mathematics; Mathematics Education; Primary Education; *Problem Solving; *Student Attitudes; *Student Behavior
IDENTIFIERS- *Mathematics Education Research

A study was conducted to: (1) observe through a case study approach the exploratory behavior exhibited by 8-year-old boys and girls when calculators were made available in problem-solving situations; (2) investigate changes that occur in the kinds of arithmetical problems children construct following the introduction of calculators; and (3) observe if any changes occur in their attitudes toward problem solving after using calculators. Data were collected from protocols of children solving selected problems, from sets of original problems constructed by the children before and after a period of classroom calculator use, and from pretest/posttest responses to a questionnaire. Results show that as the children became more proficient at using the calculator throughout the school year, it became an effective aid to use while solving problems. Although an attitude change was found, it cannot be stated for certain whether the calculator influences changes related to the kinds of arithmetical problems children constructed following introduction of calculators. One recommendation offered is that the calculator be included among manipulative materials provided for student use. (Supporting documentation, including sample calculator worksheets, problems solved by children, attitudinal measure used, and protocols, is appended.) (JN)

ED 258 854   SO 016 495

The Immigrant Experience: A Polish-American Model. Student Materials.

Social Studies Development Center, Bloomington, Ind.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.

PUB DATE- Jan 83

NOTE- 79p.; For teacher's guide, see ED 230 451.

CONTRACT- G008100438

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Civil War (United States); Cultural Pluralism; *Ethnic Studies; Grade 11; High Schools; *Immigrants; Industrialization; *Interdisciplinary Approach; Learning Activities; Models; Modern History; *Polish Americans; Reconstruction Era; Revolutionary War (United States); *United States History

Designed to supplement eleventh grade U.S. history textbooks, the self-contained activities in this student guide will help students learn about Polish immigration to America. Intended for use with an accompanying teacher's guide, the activities are organized around five themes: (1) the colonial period: early Polish-American influence; (2) the American Revolution through the Civil War: Polish American perspectives; (3) Reconstruction and immigration; (4) immigration and industrialization; and (5) contemporary issues, concerns, and perspectives. Students read, discuss, and answer questions about short reading selections including "Poles in Jamestown," "Influential Poles in Colonial America," "European Factors Influencing Polish Immigration and Settlement in Colonial America," "Tadeusz Kosciuszko (1746-1817)," "Silesian Poles in Texas," "Learning about America and Preparing to Leave Silesia," "Polish Migration and Attitudes in the Post-Revolutionary Period (1783-1860's), "Examples of One Extreme Opinion of a Southern Polish Immigrant," "Reconstruction and Silesian Poles in Panna Maria Texas," "United States Immigration Policy: 1793-1965," "Poletown," "The Polish American Community," and "Current Trends in U.S. Immigration." Other activities involve students in role playing, analyzing case studies, reading primary source materials, and analyzing census data. (LH)

ED 258 883 SO 016 619

Dwyer, Robert; Penney, Stephen

Canada: Challenges in the Development of Resources. Understanding the Canadian Environment.

Canada Studies Foundation, Toronto (Ontario).
SPONS. AGENCY- Department of the Secretary of State, Ottawa (Ontario).
REPORT NO.- ISBN-0-920866-20-4
PUB DATE- 84
NOTE- 24p.; For other units in the series, see SO 016 620-621. Some graphs contain light type that may not reproduce.
AVAILABLE FROM- Dominie Press Limited, 345 Nugget Ave., Unit 15, Agincourt, Ontario, Canada M1S 4J4 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Environmental Education; Environmental Influences; Human Geography; Learning Activities; Life Style; *Mining; *Natural Resources; Physical Environment; Regional Characteristics; Secondary Education; Units of Study
IDENTIFIERS- *Canada; Renewable Resources

One of a series of student booklets on the Canadian environment, this unit helps secondary students understand what a resource is, consider Canada's many and diverse resources, learn about renewable and non-renewable resources, understand how the use of natural resources affects life-styles, and understand the importance of managing resources wisely. Four stages make up the unit. "Stage One: Resources--A Mixed Bag," contains three activities in which students distinguish between raw materials and finished products, define renewable and non-renewable resources, and study graphs and complete a resource chart. In "Stage Two: Mining: Your Own Business," students are asked to examine three cross-section diagrams of mining methods, match non-renewable resources with products, and examine two charts and a timeline showing Canada's mineral resource wealth for the years 1950 and 1980. In the activities in "Stage Three: Do You Mine?" students look at factors influential in the decision of whether or not to mine. "Stage Four: The Mining Town" contains activities intended to help students understand the economic, social, and environmental impacts of mining on a community. A summary statement is followed by a final activity in which students read newspaper clippings and write personal responses. (LH)

ED 258 911 SO 016 667

LRE Project Exchange: Special Issue on Excellence and LRE.
PUB DATE- 85
NOTE- 33p.; Portions on colored paper may not reproduce clearly.
AVAILABLE FROM- American Bar Association, Special Committee on Youth Education for Citizenship (YEFC), 750 N. Lake Shore Drive, Chicago, IL 60611 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Community Involvement; Curriculum; *Educational Change; *Educational Improvement; Educational Objectives; Elementary Secondary Education; Instructional Improvement; *Legal Education; Minimum Competency Testing; Teacher Effectiveness; Teacher Improvement; Textbook Selection

Tips to help persons involved with law-related education (LRE) take advantage of the current demands for educational reform are presented in this special issue, which explores how ferment for reform in education can be a boon to legal education as long as LRE educators understand the changes that are taking place and are alert to ways of making LRE part of the new package. The lead article, "Reforming America's Schools" (David T. Naylor) examines the groups that have generated the recent national reports calling for educational reform. Implications of the reports' recommendations for LRE are discussed. These implications fall into five main areas: classification of educational goals, nature of the curriculum, emphasis on competency testing, improving the quality of teaching, and simulating greater community involvement. The following six articles then discuss what LRE persons can do: "Mandating the Law" (Mary Manemann); "A Nation at Risk: LRE Responds to State Boards and Legislators" (Carolyn Pereira); "Mandated Testing and Competency Examinations" (Margaret Stimmann Branson); "Getting LRE on the Local Books" (James G. Lengel); "Making LRE Part of the Curriculum: How Eight Districts Did It" (James G. Lengel); and "Textbook Adoption and Law-Related Education" (John J. Patrick). (RM)

ED 258 955 SP 026 353

Clark, Richard J.
Factors Influencing Success in a School-University-Industry Partnership for Teacher Education.

PUB DATE- 84
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Graduates; *College School Cooperation; *Cooperative Planning; Mathematics Teachers; Organizational Objectives; *School Business Relationship; Science Teachers; Teacher Education; *Teacher Recruitment
IDENTIFIERS- Math Science Technology Education Project

A three-year partnership between the University of Massachusetts (Amherst), a group of school systems, the Massachusetts High Technology Corporation, and Digital Equipment Corporation achieved the goal of recruiting outstanding BA and BS graduates, with majors in math or science, into teacher education and teaching. The success of the Math/Science/Technology Education Project (M/S/TEP) is a result of the partnership. This paper identifies eight factors critical to the success of this program which can be applied to similar partnership efforts. Factors include: (1) clarity and perceived priority of objectives; (2) short and long-term measurability of success; (3) service to self-interest of each partner; (4) indispensability of each partner; (5) power and authority of each partner's representative; (6) recognition of different capacities of, and constraints upon, each organization; (7) benefit of ambition and risk taking; and (8) commitment to coordination and management. (JD)

ED 259 001 TM 850 370

Wongbundhit, Yuwadee
A Comparison of Contextual Analysis Models: A Single Equation and a Separate Equation to Analyze Student Learning Outcomes.
PUB DATE- Apr 84
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Computer Simulation; Educational Research; *Effect Size; Estimation (Mathematics); Least Squares Statistics; *Mathematical Models; Multiple Regression Analysis; *Outcomes of Education; Predictor Variables; *Research Methodology; Statistical Analysis
IDENTIFIERS- *Contextual Analysis

Two approaches for conceptualizing and estimating a contextual model for analyzing student achievement are the separate equation approach and the single equation approach. The separate equation method determines the relationship between the individual-level independent variable and the individual-level dependent variable within each group. It then determines the relationship of the within-group regression intercepts and slopes to the group-level independent variable based on the group mean. In this way, individual, group, and interaction effects are determined. The single equation approach, however, involves a single multiple regression analysis. The group variable and the interaction variable are assigned to each of the individuals in the groups. The partial regression coefficients have the same interpretation in terms of multilevel effects in both methods, but they will not always produce the same estimates of effects. Both approaches to contextual analysis use an ordinary least square estimation procedure, for which common computer packages are available. Computer simulations were carried out on large data sets representing teachers, students, and classes. Results suggest that the separate equation approach provides the most accurate picture of the actual precision of estimates. However, it was more costly. (GDC)

ED 258 754 RC 015 321

Ingram, Helen; And Others
Water and Poverty in the Southwest. Indian Natural Resource Development--The Impact on Poverty: Overview of Issues, and Proposals for Research. Rural Development, Poverty, and Natural Resources Workshop Paper Series, Part VI.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 83
NOTE- 60p.; For related documents, see RC 015 315-321.
AVAILABLE FROM- National Center for Food and Agricultural Policy, Resources for the Future, 1616 P Street, N.W., Washington, DC 20036 (free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- American Indians; Cultural Influences; *Economic Development; Economic Factors; Hispanic American Culture; Land Use; Mining; Minority Group Influences; *Natural Resources; *Poverty; Poverty Areas; Research Needs; *Reservation American Indians; Rural Areas; *Rural Population; *Water Resources
IDENTIFIERS- Communality; Impact; United States (Southwest); *Water Rights

Focusing on cultural influences and minority control over water and mineral resources, this workshop collection contains two papers and two sets of comments regarding those papers. Studying the relationship between rural poverty and water resources in the Southwest, the first paper, by Helen Ingram and five others, examines how water is important to the poor and basic preconditions to improved water use by the poor. After identifying the Southwest's poor as mostly Indian and Hispanic people, the paper discusses regional patterns of water control, water use by the poor, economics of water, the poor who do and don't control water, and communal values of water. Conclusions suggest water control by poor people and strong community in-put regarding water allocation could positively affect economic development. Proposing areas of policy analysis based on current issues confronting natural-resource-owning Indian tribes as landowners and governments, the second paper, by Susan Williams, provides an historic overview focusing on tribes as landowners and their different resources including water, and minerals. It then suggests a research agenda and concludes that although resource development demands careful consideration by tribal members, resource-owning tribes can improve their economic well-being. Comments provide examples of cultural differences illustrating difficulties any outside intervention may face. (PM)

Reesink, Carole J., Ed.
Teacher-made Aids for Elementary School Mathematics, Volume 2. Readings from the "Arithmetic Teacher."
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-225-2
PUB DATE- 85
NOTE- 190p.; For an earlier volume, see ED 087 639.
AVAILABLE FROM- National Council of Tachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($8.00 per copy).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - General (130)
DESCRIPTORS- *Computation; Elementary Education; *Elementary School Mathematics; Geometry; Graphs; *Learning Activities; *Manipulative Materials; Mathematics Education; *Mathematics Instruction; Measurement; Problem Solving; *Teacher Developed Materials

This document consists of 51 articles (originally published in the "Arithmetic Teacher") which provide teachers with ideas for manipulative aids and activities. Guidelines used to select articles for this collection called for them to have a clear purpose and be related to a contemporary topic in the elementary school mathematics curriculum, to provide sufficient information and specifications to enable teachers to construct the aid, and to include directions or examples relating the aid to classroom instruction. The articles are grouped into eight categories; (1) computational skills (sets and number relationships, place value, computation-whole numbers, rational numbers, and integers); (2) geometry; (3) measurement (metrics and English, money, and time); (4) graphs and charts; (5) probability and statistics; (6) problem solving; (7) everyday applications; and (8) multipurpose aids. (Articles dealing with games and puzzles are not included because of length onsiderations.) (JN)

ED 258 898 SO 016 650

Brown, Lester R.; Wolf, Edward C.
Reversing Africa's Decline. Worldwatch Paper 65.
Worldwatch Inst., Washington, D.C.
SPONS. AGENCY- United Nations Fund for Population Activities, New York, N.Y.
REPORT NO.- ISBN-0-916468-65-8
PUB DATE- Jun 85
NOTE- 84p.
AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Ave., N.W., Washington, DC 20036 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agriculture; Conservation (Environment); Ecological Factors; Economic Factors; Forestry; *Hunger; Population Growth; Soil Conservation; *World Problems
IDENTIFIERS- *Africa; Soil Restoration

This paper highlights some of the themes that any successful strategy to reverse the decline of Africa must embrace. Africa is a continent experiencing a breakdown in the relationship between people and their natural support systems. Famine and the threat of famine are among the manifestations of this breakdown. This decline can be reversed. To do so will require an abrupt departure from the "business as usual" approach that African governments and the international community have mounted so far in response to the food crisis. Beneath the urgent work of providing food aid and resettling families displaced by famine, a long-term strategy of environmental restoration is essential to reversing recent trends. Slowing population growth, conserving soils, restoring forests and woodlands, and enhancing subsistence agriculture are sure to be cornerstones of successful efforts to reestablish working economies in Africa. These priorities can provide a foundation for African aspirations and an agenda for international assistance. (RM)

ED 258 924 SP 025 836

Frager, Alan M.; Freeman, Colleen

A Content Area Writing Lab for Preservice Teachers and Second Language Learners.

PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Content Area Writing; *English (Second Language); Higher Education; Native Speakers; *Preservice Teacher Education; Reading Comprehension; *Teaching Methods; *Writing Instruction; Writing Skills

A description is given of a writing lab in which teacher education students from a content area reading class helped English-as-a-second-language (ESL) learners improve their writing. The activity employed an instructional technique called "reformulation." First, each ESL student wrote a relatively short essay (300-400 words) on a selected topic. Next, a copy of each essay was given to a native speaking student teacher who "reformulated" it, i.e., re-wrote it without altering the content, yet changed it from beginning to end to sound as native-like as possible. Third, each ESL student worked together with the native speaker comparing the reformulated version with the original and produced a final version of the essay. A verbatim example of a segment of an original essay, its reformultion, and re-write is provided. (JD)

Judge, Harry G.
Teacher Education in England and Wales.
PUB DATE- 25 Sep 84
NOTE- 10p.; Paper presented to the National Commission for Excellence in Teacher Education (Minneapolis, MN, September 25, 1984). Transcribed from the Minneapolis video tapes. For related papers see also ED 250 287-317 and ED 252 525.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); *Educational Policy; Foreign Countries; *Government School Relationship; Higher Education; *Schools of Education; *Teacher Education; Teacher Salaries; Teacher Supply and Demand
IDENTIFIERS- *England; National Commission on Excellence in Teacher Educ; *Wales

This paper addresses the following issues and problems facing teacher education in England and Wales: (1) the implications for teacher education of the government decision to change from a dual (elitist) system of education (which was mirrored in a dual system of teacher education) to a system of equal education for all children; (2) the effects of the massive expansion of the teacher education enterprise between the years 1960 and 1970, followed by a rapid demographic collapse and the sudden reversal of demand for teachers and decline in enrollment in teacher education; (3) a cut in the number of sites in which teacher education is conducted and a change in the balance among those sites and institutions, with the balance shifting dramatically towards universities from public sector institutions of higher education; (4) the establishment of the Council for the Accreditation of Teacher Education by the government, and the impact of government control on teacher education institutions; (5) the gradual progress of anti-intellectualism in teacher education; and (6) the need for re-structuring teacher salaries. (JD)

ED 259 032 TM 850 421

McAllister, Alan
Problem Solving and Beginning Programming.
PUB DATE- Mar 85
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented a[illegible].." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Classroom Research; Cognitive Style; Courseware; *Individual Differences; *Learning Strategies; Primary Education; *Problem Solving; *Programing; Puzzles; Self Concept; Sex Differences; Time Factors (Learning); Young Children
IDENTIFIERS- *LOGO Programing Language; *Tower of Hanoi (Puzzle)

Based on current models of problem solving within cognitive psychology, this study focused on the spontaneous problem solving strategies used by children as they first learned LOGO computer programming, and on strategy transformations that took place during the problem solving process. The research consisted of a six weeks programming training project using Turtle graphics on Texas Instrument Computers with 19 students in a combined second and third grade classroom. Data were collected from two math tests, teacher ratings of reading and spelling skills, a self concept inventory (the Student's Perception of Ability Scale), records of student time on the computer, and three pencil and paper programming tests. In addition, the programming strategies of eight students were studied closely on the Tower of Hanoi puzzle which has structural similarities to the LOGO language and facilitates similar forms of problem solving. Two main spontaneous problem solving strategies were identified: partitioning and encompassing. These strategies reflected the different ways in which the children represented the task problems (either as extended series or as subunits for unit building), thus managing their memory resources. While unanticipated sex differences in strategies were identified, they were not generalizable due to the research design. (BS)

ED 258 794 SE 045 789

Clark, Elizabeth Ann
Studies in Individualized Science Instruction and Its Effect on Student Achievement and Attitudes.
PUB DATE- Apr 85
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Educational Research; Elementary Secondary Education; *Individualized Instruction; Literature Reviews; Science Education; *Science Instruction; *Student Attitudes; *Teacher Education
IDENTIFIERS- *Science Education Research

This study assessed the theoretical, empirical, and normative evidence addressing the issue of individualized science instruction. The literature on the subject was reviewed and an annotated bibliography prepared with entries grouped into categories asking: (1) Is there a need for individualization in science education? (2) Can individualized instruction be justified by reviewing current research on achievement and attitudes in individualized classrooms? and (3) Is individualized instruction feasible? Following the bibliography (which comprises a major portion of the document) a summary of findings is presented. Among the findings are those which show: that students are different and need different types of science instruction; a need for more individualized approaches; inconclusive results when research on individualized instruction and academic achievement was examined; positive effects of individualized instruction on student attitudes in all but one study; and a need for teacher training as a necessary component in the effective introduction and management of individualized instruction. (JN)

Yore, Larry D.; Shymansky, James A.

Reading, Understanding, Remembering and Using Information in Written Science Materials.

PUB DATE- Apr 85
NOTE- 59p.; Paper presented at the Annual Meeting of the Association for the Education of Teachers in Science (Cincinnati, OH, April 18-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Content Area Reading; Elementary School Science; Elementary Secondary Education; Instructional Materials; Readability; *Reading Comprehension; *Reading Materials; Reading Research; *Reading Skills; *Science Education; *Science Materials; Secondary School Science; Skill Development; Textbooks
IDENTIFIERS- *Science Education Research

With traditional science textbooks still dominating the market, it is projected that the use of print material and related reading skills will persist as the prime method of science instruction. The need to research reading-science issues exists. This paper attempts to define the task or desired outcomes of research in reading-science dimensions. Areas developed in this paper include: (1) science reading and comprehension; (2) theories of the reading process (illustrated by models); (3) research in science reading (presented by grade level, subject matter, and curricular programs); (4) reading comprehension and science achievement (emphasizing text structure); and (5) research trends and issues. Findings are also presented on readability research on science materials. It is suggested that science educators need to research reading-science issues to develop theories, textual materials, skills and classroom strategies related to effective reading and reading comprehension. An extensive reference list follows the report. (ML)

ED 258 869 SO 016 526

Auernheimer, Leonardo

Trading with the Future and Futures Trading. Series on Public Issues No. 14.

REPORT NO.- ISBN-0-86599-050-6

PUB DATE- 85

NOTE- 29p.; For related documents, see SO 016 513-527.

AVAILABLE FROM- Public Issues, Center for Free Enterprise, Texas A&M University, College Station, TX 77843 ($2.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Business; Capitalism; Competition; *Economics; Economics Education; *Government Role; Instructional Materials; *Investment; Public Policy; Risk; Secondary Education

IDENTIFIERS- *Futures Markets

In this booklet, one of a series intended to apply economic principles to major social and political issues of the day, it is proposed that speculation is often misunderstood, particularly in the operation of the futures markets. These are markets in which obligations to consummate sales and purchases at some time in the future are traded at a price specified today. Part 1 of the booklet offers a simplified analysis of some of the elementary economics of transactions involving time. Part 2 analyzes the nature of futures and options markets, and discusses the reasons for their existence, their evolution, and some of the basics involved in their operations. Part 3 is an account of the entities subject to futures and options trading, such as commodities, bonds, shares of corporations, and foreign exchange, and describes the most prominent features of the futures and options markets related to such entities. Finally, Part 4 discusses the social usefulness of futures markets, a few of the common criticisms, and the role of government regulation. (IS)

Robinson, Floyd G.; And Others
Curriculum Development for Effective Instruction.
Ontario Inst. for Studies in Education, Toronto.
REPORT NO.- ISBN-0-7744-0279-2
PUB DATE- 85
NOTE- 353p.
AVAILABLE FROM- OISE Bookstore, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6 ($39.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Course Objectives; *Curriculum Design; *Curriculum Development; *Educational Objectives; Elementary Secondary Education; *Instructional Development; Learning Strategies
IDENTIFIERS- Theory Practice Relationship

This book, working from an educator-defined set of curriculum tasks and their allotted time frames, provides a mechanism for linking instructional theory with classroom practices. Chapter titles are: (1) The Tasks of Curriculum Development; (2) Developing Major Goal Statements; (3) Assembling a Psychological Model for the Dominant Educable Qualities in the Image of the Educated Person; (4) Developing a Set of Categories for Course Objectives; (5) Procedures for Developing Organizing Sets; (6) Developing Organizing Sets of Concepts and Beliefs; (7) Developing an Organizing Set of Inquiry Skills; (8) Developing Defensible Sets of Course Objectives; (9) A Procedure for Developing Growth Schemes; (10) Developing Growth Schemes for Inquiry Skills; (11) Developing Growth Schemes for Knowledge Outcomes; (12) Growth in Affective Outcomes: Trait Analysis; (13) Maintaining Balance in Growth; (14) Sequencing Instructional Objectives for Independent Units; (15) Sequencing Instructional Objectives for a Course; (16) Motivational Dynamics of the Self-Directed Problem Solvers; (17) Devising a Teaching Strategy: Instruction as Problem Solving; (18) Developing Instructional Strategies for Knowledge Objectives; (19) Developing Instructional Strategies for Skill Objectives; (20) Assessment as Problem Solving; and (21) Preparing Written Curriculum Materials. (JD)

ED 258 986 TM 850 354

Counselor's Manual for the Armed Services Vocational Aptitude Battery: Form 14.

Department of Defense, Washington, D.C.

REPORT NO.- DOD-1304-12X
PUB DATE- Jul 84
NOTE- 135p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Aptitude; Aptitude Tests; Career Counseling; *Career Guidance; Occupational Tests; Postsecondary Education; School Counselors; Secondary Education; *Testing; Test Interpretation; *Test Manuals; *Vocational Aptitude
IDENTIFIERS- *Armed Services Vocational Aptitude Battery

The Armed Services Vocational Aptitude Battery, Form 14 (ASVAB-14) is a multiple aptitude test battery designed for use for civilian, as well as military, career counseling. This manual is designed for use by school guidance counselors in administration and interpretation of results of the ASVAB-14. The 1984 revision of this instrument includes improved utility in measuring vocational aptitude, increased reliability, and nationally representative norms. The ten subtests are described and may be combined to yield academic or occupational composites. The manual provides information on test administration procedures, technical characteristics, score interpretation, and report forms. Appendices include a history of the ASVAB, sample test items, descriptive statistics, "The ASVAB and the Military," and "The Military Career Guide." Seven sample handouts for examinees are also apppended. (DWH)

ED 259 017 TM 850 386

Pearson, Jane L.; Ialongo, Nicholas S.
The Ecological Relevance of Four Psychometric Measures of Spatial Ability.
PUB DATE- Aug 84
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Correlation; Encoding (Psychology); Higher Education; *Locational Skills (Social Studies); Map Skills; Predictive Validity; *Spatial Ability; *Test Validity; *Visual Measures
IDENTIFIERS- Building Memory Test (ETS); Differential Aptitude Spatial Relations Test; *Ecological Validity; Embedded Figures Test; Shepard Metzler Mental Rotations Test

The ecological validity of three spatial ability tests was studied: The Embedded Figures Test, the Shepard/Metzler Mental Rotations Test, and the Differential Aptitude Spatial Relations subtest. The Building Memory Test was also examined in an attempt to replicate a previous study which supported its validity. These four tests were administered to 353 undergraduate students, along with two measures of environmental knowledge, a landmark location task and a route knowledge task. Both of these tasks were based on a slide-simulated walk through an unfamiliar urban environment. As hypothesized, the Differential Aptitude Test was predictive of both environmental tasks. Both the Building Memory Test and Embedded Figures Test were related to the landmark location task. However, overall, the spatial tests were more related to each other than to the two environmental tasks. Although mental rotation and disembedding appear to be part of the skills necessary to replicate a cognitive map, researchers would do well to distinguish spatial ability from environmental cognition. (Author/GDC)

ED 259 046 UD 024 315

Rodriguez, Clara
Assimilation in the Puerto Rican Communities of the U.S.: A New Focus
PUB DATE- Apr 77
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acculturation; *Economic Factors; Employment Patterns; Ethnic Discrimination; *Hispanic Americans; Migrants; *Political Influences; *Puerto Ricans; *Social Integration; Socioeconomic Status
IDENTIFIERS- New York (New York)

The experiences of Puerto Rican migrants in New York City and elsewhere are unique when compared to those of other minority groups. The Puerto Ricans, in general, are disinclined to assimilate into the dominant American culture, and this phenomenon is closely connected to Puerto Rico's political and economic relationship to the United States. Because its political status is a colonial one, Puerto Rico's inhabitants can migrate easily (relative to immigrant groups) to the United States. This ease of movement, however, encourages their lack of assimilation, and many who come to the United States in search of jobs eventually return to Puerto Rico. The Puerto Ricans who came to the United States in the 1950s, for example, found jobs in sectors that had the lowest wages and fewest opportunities for advancement and that soon experienced the greatest loss of jobs as the economy began to contract (because of automation, exclusionary union practices and other factors). Thus, this group was encouraged to leave the work force, to seek public assistance, and to return to Puerto Rico. Further research is needed to understand the impact, if any, of Puerto Ricans' high rate of intermarriage and female-headed households on the community's assimilation. The community will inevitably change but its social and economic ghettoization is likely to persist for a long time. A four-page list of references concludes the document. (KH)

ED 259 060 UD 024 333

Report No. 5 to the United States District Court, District of Massachusetts on Boston School Desegregation, Volume II.
Massachusetts State Dept. of Education, Boston. Bureau of Operational Support.
PUB DATE- 15 Jul 85
NOTE- 484p.; For Volume I, see UD 024 332. For earlier reports, see ED 248 279-281 and ED 253 628-629.
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; *Compliance (Legal); Desegregation Effects; Desegregation Methods; *Desegregation Plans; Educational Facilities; Elementary Secondary Education; Enrollment; Magnet Schools; Minority Groups; Parent Associations; Parent School Relationship; Program Implementation; Racial Integration; School Demography; *School Desegregation; School Personnel; Social Services; Student Organizations; Student Placement; Student Transportation; Vocational Education
IDENTIFIERS- *Boston Public Schools MA

Desegregation efforts made by the Boston Public School District between December 1, 1984, and May, 1985, are discussed and evaluated in this collection of reports prepared for the U.S. District Court. Seven monitoring areas are dealt with. These are student assignments and special desegregation measures, vocational and occupational education, school facilities, staff, transportation, and parent and student organizations. Each of the seven reports includes a summary of the specific findings and the documentation in support of specific findings. Additionally, disputes resolved and modifications made during the monitoring period are described. (KH)

ED 258 768   RC 015 337

Thomas, Cheryl; And Others
The Economic Status of Alaska Native Women.
Alaska Univ., Anchorage. Inst. of Social and Economic Research.; Chilkat Inst., Anchorage, AK.; Thomas (C.K.) and Associates, Anchorage, AK.
SPONS. AGENCY- Alaska State Commission on the Status of Women, Anchorage.
PUB DATE- Sep 83
NOTE- 166p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alaska Natives; Economic Factors; Economic Opportunities; *Economic Status; Educational Demand; *Education Work Relationship; Employed Women; *Employment Opportunities; Employment Patterns; *Females; Income; Marital Status; Questionnaires; Racial Discrimination; *Rural Areas; Rural to Urban Migration; Rural Urban Differences; Sex Discrimination
IDENTIFIERS- *Alaska

Examining the economic status of Native women in Alaska, this report compares the economic well being of Native women to other women in the state and nation, looks at factors contributing to their economic status, and makes positive action recommendations. Based on 1970 and 1980 census data, chapter I analyzes the 50% increase of Alaska Native women in the labor force. Comparisons in the areas of employment rate, occupations, and incomes are made with other women in the work force and an overview of factors, such as education, age, number of dependents, and residence, which affect the opportunities to enter occupations is included. Chapter II presents the results of 92 interviews conducted among Native women in rural and urban Alaska who were asked what factors they felt helped and hindered them in the job market. Chapter III offers recommendations for increasing employment opportunities such as rural jobs programs, improved education and training opportunities, and anti-discrimination programs. Also discussed is the state's political climate and a proposed strategy for putting the recommendations into effect. Charts and tabular information are displayed throughout and appendices provide a copy of the survey questionnaire and tables giving information regarding the labor force, education, family inco[illegible] employment, and distribution of occupations. (PM)

ED 258 811 SE 045 807

Leonard, William H.
Biology Instruction by Interactive Videodisc or Conventional Laboratory: A Qualitative Comparison.
PUB DATE- Apr 85
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985). This study was funded under a grant from the Annenberg Foundation of Corporation for Public Broadcasting.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; *College Science; *Computer Oriented Programs; Conventional Instruction; Higher Education; Science Education; *Science Instruction; *Student Attitudes; Teaching Methods; *Videodisc Recordings
IDENTIFIERS- *Interactive Video; Science Education Research

This study was designed to learn if students perceived an interactive computer/videodisc learning system to represent a viable alternative to (or extension of) the conventional laboratory for learning biology skills and concepts normally taught under classroom laboratory conditions. Data were collected by questionnaire in introductory biology classes of three categorically different postsecondary institutions where students used an interactive videodisc/computer lesson on respiration and biogeography instead of the traditional laboratory investigation. Students indicated a comparatively high level of satisfaction with this strategy and consistently responded favorably to the aspects of efficiency of instructional time. These two generalizations are consistent with past computer assisted instruction research. Students found the two approaches to be equivalent to conventional laboratory instruction in the areas of general interest, understanding of basic principles, help on examinations, and attitude toward science. Students also had a strong perception that the images on the videodisc "were not real" and this factor presented perceived both advantages and disadvantages. It is inferred that the videodisc/computer technology will not likely serve as a viable substitute to the "wet" laboratory experience, but that this medium may substantially enrich the spectrum of educational experiences usually not possible in typical classroom settings. (JN)

ED 258 855 SO 016 498

McDaniel, Patrick; And Others
Social Studies Program Evaluation.
Albuquerque Public Schools, NM. Instructional Research, Testing, and Evaluation.
PUB DATE- Nov 84
NOTE- 263p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Evaluation; Educational Change; Educational Needs; Educational Objectives; Educational Philosophy; *Educational Policy; Educational Research; Elementary Secondary Education; Instructional Improvement; Instructional Materials; Outcomes of Education; *Program Evaluation; Public Schools; *Social Studies; Teaching Methods
IDENTIFIERS- *Albuquerque Public Schools NM

Intended to identify needs and priorities regarding social studies instruction in Albuquerque Public Schools, guide social studies program development and implementation, and provide guidelines for the adoption of textbooks and materials, the results of a six-year cycle of curriculum planning are presented. Included in the report are an administrative summary and an overview of the purpose of the evaluation, evaluation design and methodology, and a program description. The most extensive section, program description, includes four subsections dealing with (1) goals of the social studies program, (2) content of the program, (3) methods and materials in social studies instruction, and (4) effectiveness of the program. The goals subsection considers the choice of goals, the role of social studies in meeting the broad goals of education, consensus about identity and significance of social studies, congruence of program goals with priorities, comparison with national goals, and the process of establishing goals. The content subsection covers the ideal and actual programs taken by students; familiarity with the program by students, teachers, and parents; the adequacy of resources; the extent to which content reflects goals; and the rationale behind the program. The methods and materials subsection covers instructional materials and teaching methods utilized. The effectiveness subsection evaluates methods of assessing the effectiveness of the program, attitudes, and outcomes. Recommendations and appendices covering courses taught in high school and a partial listing of textbooks used in social studies classes concludes the document. (IS)

ED 258 884 SO 016 620

Brown, Rex B.; And Others

Canada: A Regionally Diverse and Northern Environment. Understanding the Canadian Environment.

Canada Studies Foundation, Toronto (Ontario).
SPONS. AGENCY- Department of the Secretary of State, Ottawa (Ontario).
REPORT NO.- ISBN-0-920866-10-7
PUB DATE- 84
NOTE- 108p.; For other units in the series, see SO 016 619-621.
AVAILABLE FROM- Dominie Press Limited, 345 Nugget Ave., Unit 15, Agincourt, Ontario, Canada M1S 4J4 ($4.95).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Climate; *Environmental Education; Environmental Influences; *Geographic Regions; Geography Instruction; Human Geography; Learning Activities; *Map Skills; Physical Divisions (Geographic); Population Distribution; *Regional Characteristics; Secondary Education; Units of Study
IDENTIFIERS- *Canada

One of a series of student booklets on the Canadian environment, this unit presents Canada from a geomorphological perspective of the six major regions: the Western Cordillera, the Interior Plains, the Canadian Shield, the Far North, the Great Lakes-St. Lawrence Lowlands, and Appalachian Canada. Intended to help secondary students understand the major physical features of each region, the booklet also focuses on where Canadians live and how the land has influences upon the people within a region and upon their attitudes toward people in other regions. Following a brief introduction, class activities intended to correspond to the booklet's remaining chapters are provided. Each chapter focuses on a major region, presenting a brief description of the region and maps showing annual precipitation, average January temperatures, average July temperatures, frost-free days, natural vegetation, physical characteristics, urban population centers, population distribution, and soils. Graphs showing precipitation and temperatures for each month conclude each chapter. (LH)

Gibbons, Joan; And Others
Peoples, Processes and Patterns: Islam.
City of Birmingham Polytechnic (England). Dept. of Art.
PUB DATE- 81
NOTE- 151p.; Developed by the Ethnographic Resources for Art Education Project. This project was funded with assistance from the Manpower Services Commission. For related documents, see SO 016 652 and ED 249 157-158. Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; *Art Education; *Cross Cultural Studies; Cultural Differences; *Cultural Education; *Design Crafts; Elementary Secondary Education; Ethnography; Folk Culture; Instructional Improvement; Instructional Materials; *Islamic Culture; Religious Cultural Groups; Student Projects; Teaching Guides; Teaching Methods
IDENTIFIERS- *Islam; Tilework; *Weaving

Designed for use by elementary and secondary teachers but useful to anyone interested in Islamic art, this booklet considers the ways in which design issues have been solved in Islamic cultures, both in the past and the present. The text covers two major areas: aspects of pattern in Islamic weaving and aspects of Islamic tilework. Under weaving the following topics are covered: prayer and pilgrimage, Islamic pattern, the Koran, the Mihrab, the Hajj, a pattern of life, woven architecture and artifacts, pattern in Islamic rugs and carpets, design, knotting, texture, color, the loom, motifs, and court carpets. Under tilework the following topics are covered: environment, geometry, color, arabesque, calligraphy, figures and animals, techniques, the Seljuks, Ottoman Turkey, Mongol Persia, and Spain and North Africa. Worksheets focus on student work with Islamic motifs and clay work. They are designed to involve the students in understanding the principles and techniques of Islamic design. Throughout the book the religious belief systems underlying design ideas are covered as well as environmental issues and lifestyles. The book concludes with a glossary, a list of additional resources, and a bibliography. (IS)

ED 258 912 SO 016 673

Schmidt, Nancy J.
Children's Books in Subsaharan Africa.
Indiana Univ., Bloomington. African Studies Program.
PUB DATE- 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Books; *Childrens Literature; Content Analysis; Fiction; Folk Culture; Foreign Countries; Futures (of Society); History; Trend Analysis
IDENTIFIERS- *Africa (Sub Sahara)

The history of and current trends in the publication of children's books in Subsaharan Africa are discussed, and the books' contents are examined. The publication of children's books for African children was started by Euroamerican missionaries in the 19th century. Publication was always related to education. With the achievement of independence, children's books with African content were needed to further the development of African nationalism. In addition, Africans needed editorial control over the production of books for their children. Thus began the process of the indigenization of publishing in Africa, which still continues today. Presently, 80 percent of published books are for children. The publication of all kinds of books has nearly doubled since 1975, but the publication of children's books has more that tripled in the same period. African children's books include a wealth of folklore. Most fiction written for African children is didactic. The adventure story is replacing the fictional child biography as the predominant type of story. The publication of African children's literature is expected to triple again before the end of this century. (RM)

ED 258 925 SP 025 857

Allen, Wende; And Others
Teacher Exchange Handbook.
East Carolina Univ., Greenville, N.C.
PUB DATE- 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Higher Education; Program Development; *Public Schools; *Schools of Education; *Teacher Education; *Teacher Exchange Programs

Recent action by the North Carolina General Assembly encouraged an even stronger link between teacher education in colleges and universities and classroom teachers through programs of teacher exchange. The plan presented in this document provides a procedure for implementing a functional long-range program of faculty-teacher exchange between East Carolina University and the public schools. Based on standards which use hours of involvement, up to two semester hours of release time for two weeks of public school work, or the equivalent, can be provided for exchange teachers. If release time is not possible during the semester of the exchange, it can be provided the semester after. Also, involvement in exchange teaching will be considered along with other pertinent professional efforts in consideration for promotion, tenure, and merit increases for faculty in teacher education degree programs. Included with this report are sample application and evaluation forms used in the program. (JD)

ED 258 956 SP 026 399

Cook, Gillian E.
Teachers Helping Teachers: A Training Program in Peer Supervision.
PUB DATE- Feb 85
NOTE- 30p.; Paper presented at the Annual Conference of the Association of Teacher Educators (65th; Las Vegas, NV, February 18-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; Elementary Education; *Elementary School Teachers; *Inservice Teacher Education; *Peer Relationship; *Peer Teaching; Program Evaluation; *Supervisory Training

A description is given of a Peer Supervision Training Program designed in San Antonio, Texas (1983-84) to provide intensive training in clinical supervision to eight elementary teachers from various grade levels (K-5), including one special education teacher. The program's objectives were to: (1) enable participants to develop knowledge and skills in clinical supervision; (2) develop a cadre of teachers able to instruct other educators in clinical supervision; and (3) improve classroom instruction through high quality supervision. The teachers worked with each other and visited each other's classrooms for the purpose of mutual planning, observation of instruction, and analysis of teaching/learning behaviors. The relationship was an ongoing one, based on the cyclical pattern of clinical supervision--supervisor and supervisee periodically changing roles. Each cycle included a pre-observation conference, classroom observation, analysis of data, a post-observation conference, and analysis of the process itself. The program was evaluated by administration of the Stages of Concern About the Innovation model. The strengths and weaknesses of the program are discussed, and the variables which seem to be essential for the success of a program of peer supervision are considered. An outline of the sequential procedures followed in the program is appended. (JD)

ED 259 002 TM 850 371

Nandakumar, Ratna

An Application of Heckman's Correction for Specification Error.

PUB DATE- Apr 84
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Admission Criteria; College Entrance Examinations; *Error of Measurement; Grade Prediction; Graduate Study; Higher Education; Law Students; Predictive Measurement; *Predictive Validity; *Regression (Statistics); Sampling; *Selective Admission; *Statistical Bias
IDENTIFIERS- *Heckman (J J); Law School Admission Test; Specification Bias

Heckman's correction for regression in selected samples for predictive validity studies was applied to a large data file on 7,984 law school applicants. Data included ethnic group, sex, socioeconomic status, undergraduate degree, school, scores on the Law School Admission Test (LSAT), writing ability, undergraduate grade point average, and age. The final selection criteria were not known. Data on the 1,845 applicants who were accepted included year of entrance, sex, date of birth, undergraduate grade point average, grade point average for first year of law school, undergraduate college, LSAT score, writing ability, ethnic group, and age. The grade point average for the first year of law school was estimated and compared, with and without using Heckman's correction factor. Three different methods were used to choose the variables for student selection and grade prediction: (1) the same set of variables were used for both selection and prediction; (2) a subset of variables used for selection were used for prediction; and (3) two completely different sets were used. It was found that the relation between the variables used for selection and prediction could affect the accuracy of prediction. (Author/GDC)

ED 258 755 RC 015 322

Valle, Victor M.

Reflexiones Sobre Investigacion Educacional (Reflections on Educational Research).

PUB DATE- Feb 85
NOTE- 23p.
LANGUAGE- Spanish
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Developing Nations; *Educational Improvement; *Educational Research; Educational Researchers; Educational Theories; Foreign Countries; Institutional Role; Interdisciplinary Approach; *International Cooperation; Policy Formation; Research Methodology; *Research Utilization
IDENTIFIERS- Latin America; Qualitative Research; Quantitative Research

Educational research can serve to improve education in both developed and developing countries. It can be oriented toward increasing knowledge about the educational reality, generating theories, or confirming immediate educational political decisions. Educational research should be an interdisciplinary undertaking; this variety helps to unify various sciences and disciplines around specific problems. Educational research should be conducted in a systematic manner and with logical order, and with predetermined and controlled procedures and a critical sense in order to generate or improve the relevancy of hypotheses about presumed relationships between events and phenomenons of education as a social process, as an academic discipline, and as an integral system of a given society. Thus, educational research should be a scientific investigation. This paper discusses the relationship between theory, science, and research; proposes that it is possible to generate theory through educational research; discusses the dichotomy between qualitative and quantitative research; decribes the institutionalization of educational research and the building of an educational research policy; and discusses the personnel needed to conduct educational research and the role of international cooperation in educational research projects in Latin America. (NQA)

ED 258 781 RC 015 363

Ondell, Vicky L.

Delivery of Services to Handicapped Children in Rural and Sparsely Populated Areas. CASE Research Committee Information Packet.

Indiana Univ., Bloomington. Dept. of School Administration.

SPONS. AGENCY- Council of Administrators of Special Education, Inc.
PUB DATE- 82
NOTE- 227p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Definitions; *Delivery Systems; Demonstration Programs; Disabilities; Elementary Secondary Education; Information Sources; *Models; *Program Administration; *Program Development; Program Guides; Resource Teachers; *Rural Education; *Special Education

The packet consists of information derived from several sources on models for delivering services to rural handicapped students. The first part of the packet defines "rural," followed by a discussion of factors hindering rural service delivery and a model describing the continuum of services in rural areas. Seven model programs and projects from around the country are highlighted--three building based, one regional based, and three multi-regional based. Three additional projects from Alabama, Kansas, and Maine are included, as well as listings of some 1960s-1970s Title III projects and five ERIC resumes. The greater part of the packet is comprised of a 1975 idea book for implementing special education services in rural remote areas. Under the headings of "Tactical Areas," "Tactical Steps," "Who," "Where," "How," and "When," the areas of program and administration are considered and displayed in step-by-step fashion. Program topics include identification, curricula, training, and parent and community. Administration topics include communication and commitment, staffing, and responsibility and accountability. The final sections of the packet are two introductions to consulting/resource teacher services in Vermont school districts; one is written for elementary schools and the other is written for secondary schools. (BRR)

ED 258 841 SE 045 840

The Anatomy of Teacher Institutes: A Design for Professional Development. A Report on Mathematics and Science Institutes for Secondary School Teachers by the Council for Basic Education.
Council for Basic Education, Washington, D.C.
REPORT NO.- ISBN-0-931989-25-6
PUB DATE- 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; High Schools; Incentives; Inservice Teacher Education; *Institutes (Training Programs); *Mathematics Education; Mathematics Teachers; *Professional Development; Program Descriptions; *Science Education; Science Teachers; Secondary School Mathematics; Secondary School Science; *Summer Science Programs; *Teacher Improvement

The Council for Basic Education cosponsored 11 mathematics and science institutes for secondary school teachers on college and university campuses in 9 American cities in 1984. This approach was a response to the national concern over the state of mathematics and science instruction and was facilitated through support of public and private institutions. This report contains information about the programs' formats and offers suggestions for future planners and participants of similar projects. Program descriptions include: (1) planning phases; (2) recruitment, selection and orientation procedures; (3) curriculum and instruction emphasis; (4) incentives and stipends offered; and (5) evaluation and follow-up plans. Evaluative comments of the summmer experience are given by the participants. An appendix contains a listing of the school districts, universities and funders that were involved in the institutes. Two of the "lessons" learned from the institutes are that early clarification of the aims and emphases of an institute is all-important and that careful thought could be given to requiring an orientation session at which all aspects of the institute are canvassed. (ML)

ED 258 972 TM 850 189

Reidy, Edward F., Jr.
An Evaluation of Student Reading.
West Hartford Public Schools, Conn.
PUB DATE- 83
NOTE- 9p.; For related document, see TM 850 190.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Instructional Improvement; Program Evaluation; *Reading Achievement; Reading Comprehension; *Reading Instruction; School Districts; Teacher Effectiveness; Test Results
IDENTIFIERS- Comprehensive Tests of Basic Skills; Test of Cognitive Skills; *West Hartford Public Schools CT

The evaluation of reading in the West Hartford Public Schools is part of a larger evaluation of English/Language Arts. Its purpose is to provide information for program improvement and growth. Using existing data, the reading evaluation focuses on four questions: (1) Does the reading achievement of West Hartford students improve from grade four through grade ten?; (2) What is the pattern of reading strengths and weaknesses within representation grades?; (3) Do Students of all ability groups show similar patterns of growth, strengths and weaknesses?; and (4) How does West Hartford students' reading achievement compare to that of students across the nation? Data from the Comprehensive Tests of Basic Skills (mean percentile ranks by grade and mean percentiles by ability group and by grade for the vocabulary and reading comprehension subtests), the reading subtests of West Hartfords' Diagnostic Language Arts Test (mean percentage correct by grade), and the Test of Cognitive Skills (to identify low, middle, and high student ability groups) were used to address the evaluation questions. Results indicated that students of all ability levels were successfully learning to read. The current focus on improving teaching effectiveness of critical reading comprehension skills should be maintained. (BS)

ED 259 033 TM 850 422

Simpson, Deborah E.; Cohen, Elsa B.
Problem Solving Questions for Multiple Choice Tests: A Method for Analyzing the Cognitive Demands of Items.
PUB DATE- Mar 85
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 11985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Abstract Reasoning; Cognitive Objectives; Difficulty Level; *Graduate Medical Education; Graduate School Faculty; Higher Education; *Item Analysis; *Multiple Choice Tests; *Teacher Made Tests; Test Construction; *Test Items

This paper reports a multi-method approach for examining the cognitive level of multiple-choice items used in a medical pathology course at a large midwestern medical school. Analysis of the standard item analysis data and think-out-loud reports of a sample of students completing a 66 item examination were used to test assumptions related to the differences in cognitive demands pertinent to higher versus lower level multiple-choice items. Items answered by recalling information based exclusively on course content were coded as "knowledge." Items requiring reformulation of course information were coded as "thinking." The validity of the items' cognitive level categorization was assessed by item analyese data (item difficulty, item discrimination, and homogeneity of variance) and categorization of the think aloud responses of 12 students. Results indicated that thinking items were significantly more difficult than knowledge items. Discrimination, when difficulty was held constant, was significantly greater for knowledge items. It was concluded that faculty do write items which assess student ability to reason with what they know; and the method presented can be used by faculty to test their own judgment about the cognitive level of their test items. (BS)

ED 259 061 UD 024 334

Walberg, Herbert J.; Hess G. Alfred, Jr.
Chicagoans View Their Public Schools. A Public Opinion Survey. Executive Summary.
SPONS. AGENCY- Chicago Panel on Public School Finances, IL.
PUB DATE- Jun 85
NOTE- 11p.; For related document, see UD 024 295.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum; Educational Change; Educational Finance; *Educational Quality; Elementary Secondary Education; Graduation Requirements; *Public Opinion; School Community Relationship; *School Effectiveness; School Role; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

Highlights of a public opinion survey on the quality of Chicago Public Schools are presented in this executive summary of a more detailed report (UD 024 295). First, characteristics of public schools parents are outlined (although parents of students in private schools and non-parents were included in the survey). Public school parents, it is reported, are considerably poorer, less educated, more heavily minority, and more likely to have larger families than parents of non-public school children. Next, major survey findings are outlined. Major findings include the following: (1) Chicagoans as a whole give their public schools a "C" and parents of children in public schools rate the schols more highly. (2) Lack of discipline, gangs, and inadeqate funding are seen as the biggest problems. (3) More course requirements are favored. (4) High school students should pass a standard examination before graduation, the public believes. (5) When presented with a list of proposed school reforms, the respondents most favored giving help to slow students. (6) Chicagoans oppose proposals to lengthen the school day and year. (7) Respondents would increase teacher requirements. (8) Most feel principals should have more authority to run schools. (9) A majority feel the schools need more money. (10) Supplies, repairs, and special programs are considered the most important uses for any additional dollars. Seventeen bar graphs are included in the report. (KH)

ED 258 795 SE 045 790

Connecticut Ninth-Grade Proficiency Test: Skills and Examples.

Connecticut State Board of Education, Hartford. Bureau of Research, Planning, and Evaluation.

PUB DATE- 84
NOTE- 20p.; For the 1980-81 Summary Report, see ED 206 724.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Basic Skills; Educational Assessment; Grade 9; Junior High Schools; Language Arts; *Mathematics Skills; Problem Solving; *Reading Skills; Secondary School Mathematics; *Test Format; *Testing Programs; *Writing Skills
IDENTIFIERS- *Connecticut Ninth Grade Proficiency Test

This booklet provides a brief overview of the Connecticut ninth-grade proficiency test by listing the skills to be assessed on the test. Sample questions exemplifying each skill are also included. Areas assessed include: (1) basic writing skills in the language arts (mechanics of written expression, composing and organizing skills, and library skills for writing tasks); (2) mathematics (addressing the broad categories of computation skills, mathematical concepts, and problem-solving); and (3) reading. The reading portion of the proficiency test (a new type of test called the "Degrees of Reading Power") is designed to measure a student's ability to process and understand nonfiction English prose passages written at different levels of difficulty or readability, identifying the hardest prose that a student can read with comprehension. A sample passage from the test is included. (JN)

Tisher, Richard P., Ed.
Research in Science Education. Volume 14. Selections of Papers from the Annual Conference of the Australian Science Education Research Association (15th, Victoria, Australia, May 1984).
Australian Science Education Research Association.
PUB DATE- May 84
NOTE- 243p.; For an earlier conference, see ED 239 859.
AVAILABLE FROM- Business Manager, Faculty of Education, Monash University, Clayton, Victoria, 3168, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- *Concept Formation; *Curriculum Development; Elementary Secondary Education; Health; Higher Education; *Learning Strategies; Mathematics Education; *Science Education; *Science Instruction; Student Attitudes; Teacher Education; Textbooks
IDENTIFIERS- Australia; *Misconceptions; *Science Education Research

This publication contains studies which focus on students' science concepts and the alternative frameworks they use to interpret natural phenomena. Among the specific areas investigated are: conceptions held by Year 11 chemistry students about stoichiometry; how some 9-year-old students interpret the word "solid" to mean hard, unbreakable, inflexible, and not-hollow; children's ideas about floating (noting that many believe the top of an iceberg is the only part floating and if it were cut off, the bottom would sink); pre-instructional alternative frameworks that Year 10 students possess in the area of mechanics; post-instructional frameworks of Year 12 physics students following instruction on circular motion; and chemists' concepts of acids and bases (suggesting that students' difficulties in this area may be more usefully perceived in terms of confusion about the models used in teaching the concepts rather than as a conflict between preconceptions and the scientific view). Other studies involve such areas as curriculum development in science by master's and doctoral students, an examination of authors' claims in prefaces to science textbooks, effects of an activity-based curriculum on student outcomes in chemistry in Thailand, and attitude toward health and knowledge of health issues in nurses, high school students, and primary school students. (JN)

ED 258 870 SO 016 527

Caddy, Douglas; Dethloff, Henry C.
Insurance is Everybody's Business. Series on Public Issues No. 15.
REPORT NO.- ISBN-0-86599-051-4
PUB DATE- 85
NOTE- 32p.; For related documents, see SO 016 513-526.
AVAILABLE FROM- Public Issues, Center for Free Enterprise, Texas A&M University, College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business; Capitalism; Economics; Economics Education; Federal Government; Government Role; Higher Education; History; Instructional Materials; *Insurance; *Public Policy; Secondary Education; State Government

In this booklet, one of a series intended to apply economic principles to major social and political issues of the day, the workings of the American insurance industry, a central part of the American economy, are described. Insurance provides a means to transfer or spread risk, thus helping to assure economic survival despite chance, accident, or natural disaster. The discussion begins by considering the history of insurance from the time of Hammurabi to the present, with particular attention paid to the history of the insurance industry in the United States and the role of state regulation on the industry. Then insurance is defined and the differences between government and private insurance are discussed. Under private insurance, the difference between proprietary and cooperative insurers is explained. Also covered are the principle of risk, insurance contracts, underwriting and rating, and insurance losses. Life insurance, health insurance, automobile insurance, property insurance, and retirement and insurance are covered in separate sections. Among the areas discussed in these sections are types of coverage, rates, group and individual policies, Social Security, and Medicare. (IS)

ED 258 941 SP 026 187

Wu, P. C.

The Three Mile Chasm: An Account of How a College of Education Dramatically Increased its Graduate Enrollment.

PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acceleration (Education); *Cooperative Planning; *External Degree Programs; *Graduate Study; Higher Education; Masters Degrees; *Professional Continuing Education; *School Districts; *Schools of Education

In 1982 the University of West Florida (UWF) transferred control of one of its off-campus center locations to a sister institution. The loss of the center reduced UWF College of Education enrollment by 194 students. A two-year effort in developing the graduate school at the site resulted in an increase of 195 students enrolled in graduate-level classes. The program developed required close collaboration between the University and the local school district superintendents and their staffs. The major components of the new program were: (1) all classes would be delivered "on site" in the district rather than on the main campus; (2) the programs would run in cycles having a definite beginning and ending date, thus ensuring that the program would run to completion; (3) an advisor would be assigned to each student providing a direct link to the University; (4) an accelerated schedule would be developed to accommodate students, the majority being public school teachers and administrators who work during the day; and (5) three broad areas would be offered, providing masters degrees in elementary education, curriculum and instruction, and educational leadership. A discussion is presented on the difficulties faced and solved in the implementation of such a program. (JD)

ED 258 987 TM 850 355

Hearn, James C.
Determinants of College Students' Overall Evaluations of their Academic Programs.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- Mar 85
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
GRANT- NIAAA-AA02863; NIMH-MH16026
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Seniors; Higher Education; *Majors (Students); Models; Multiple Regression Analysis; *Participant Satisfaction; Program Evaluation; Questionnaires; School Surveys; *Sex Differences; *Student Attitudes; Student Evaluation of Teacher Performance
IDENTIFIERS- College Experiences Questionnaire

This report investigated the determinants of college students' overall evaluations of their academic programs (major field of study). The manner in which students weight the various domains of satisfaction and dissatisfaction in determining their level of overall program satisfaction was examined. The gender differences and field differences in assessing these domains were also investigated. Multivariate analyses were conducted on the responses of 758 graduating sniors in regard to specific and overall academic satisfaction as indicated on specific items of Rudolf Moos' College Experiences Questionnaire. Results of the study indicated that, generally, stimulating course-work and good teaching were more important than opportunities for faculty-student interaction or perceived faculty knowledgeability. However, there were significant field and gender differences. These findings led researchers to the conclusion that the processes of satisfaction formation are not uniform across such groupings. (DWH)

ED 259 018 TM 850 388

Hodge, Milton H.; Britton, Bruce K.
Processing Strategy and PI Effects in Recognition Memory of Word Lists.
PUB DATE- 81
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Encoding (Psychology); Higher Education; Learning Strategies; *Memorization; Memory; Nouns; Performance Factors; *Primacy Effect; *Recognition (Psychology); Short Term Memory; *Word Recognition
IDENTIFIERS- Automatization; Distraction; *Proactive Interference; Schulman (A I)

Previous research by A. I. Schulman argued that an observed systematic decline in recognition memory in long word lists was due to the build-up of input and output proactive interference (PI). It also suggested that input PI resulted from process automatization; that is, each list item was processed or encoded in much the same way, producing a set of highly similar memory traces. Based on Schulman's conclusions about uniform processing of a word list, the research described in this paper began with the hypothesis that requiring subjects to periodically change their processing strategy would slow the build-up of input PI. In two experiments using lists of 100 and 140 common nouns, the decline in recognition memory was prevented by asking subjects to rate each word, during presentation, on familiarity, imagery, size, or pleasantness. In addition, one rating task was found to be as effective as four rating tasks in preventing the decline in recognition. Both types of rating tasks led to ceiling effects which rendered the processing automatization hypothesis ambiguous. An additional experiment on output PI--the influence of early recognition tests on later tests--indicated that output PI does not significantly account for the decline in recognition memory. (Author/GDC)

ED 259 047 UD 024 316

Keeping Kentucky's Students in School: An Initial Report on Dropout Prevention.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- Apr 85
NOTE- 43p.; Prepared by the Kentucky Dropout Prevention Advisory Commission.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Dropout Characteristics; *Dropout Prevention; *Dropout Programs; *Educational Policy; Elementary Secondary Education; Potential Dropouts; *State Aid; *State School District Relationship; Statewide Planning
IDENTIFIERS- *Kentucky

The Kentucky Dropout Prevention Advisory Commission, appointed in 1984, found enough evidence to conclude that Kentucky's dropout problem is large enough to nerit the development of statewide dropout prevention efforts. Any such effort, the Commission states, will require a commitment from all Kentucky officials, educators, and citizens to educate all children. Furthermore, change at all levels of the education system will be needed, along with adequate State funding of local efforts. And because dropping out is a process, not a single action, prevention programs must be aimed at all levels of education, from kindergarten to twelfth grade, and should include the child's home. Finally, the goal of any prevention effort should be not merely to keep students in school for 12 years, but to provide a quality education to all students. The Commission's specific recommendations to the State Department of Education include the following: (1) define the "dropout"; (2) count the number of dropouts, by district and school; (3) assume a major leadership role; (4) provide funding for local educational authorities to maintain adequate support services for students; (5) expand the current remediation program to grades 3 and 4 and develop methods of reducing the need for remediation; (6) address the special needs of middle and junior high school students and of senior high school students with technical assistance and special funding; and (7) eventually raise the compulsory attendance age to 18 or graduation. (KH)

ED 258 885 SO 016 621

Brown, Rex B.; And Others

Canada: A Vast Environment. Understanding the Canadian Environment.

Canada Studies Foundation, Toronto (Ontario).
SPONS. AGENCY- Department of the Secretary of State, Ottawa (Ontario).
REPORT NO.- ISBN-0-920866-12-3
PUB DATE- 84
NOTE- 51p.; For other units in the series, see SO 016 619-620. Maps and illustrations may not reproduce clearly.
AVAILABLE FROM- Dominie Press Ltd., 345 Nugget Ave., Unit 15, Agincourt, Ontario, Canada M1S 4J4 ($4.95).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Air Transportation; Bus Transportation; Community Attitudes; *Community Characteristics; Community Study; Comparative Analysis; Cross Cultural Studies; *Environmental Education; Learning Activities; Rail Transportation; Secondary Education; *Transportation; Travel; Units of Study
IDENTIFIERS- *Canada

One of a series of student booklets on the Canadian environment, this unit covers the national and regional transportation systems in Canada and a comparative study of six localities. Student groups adopt another community somewhere in Canada and plan a trip from there to their home town. In the course of their activities, they learn about their home town, their adopted community, Canada, and different modes of travel. Following an introductory chapter, 12 sections are presented. In sections 2-4, students examine Canada's major transportation systems, learn to read transportation schedules, and investigate transportation systems in their home town. In the next section, students plan a family reunion, organize the trip, and record expenses. In sections 6 and 7, students compare the position, climate, and growing season of seven communities and then describe the community they consider most desirable. Sections 8 through 13 contain community profiles and maps for six communities: Terrace, British Columbia; Joe Batt's Arm, Newfoundland; Saint-Lambert, Quebec; Port Hope, Ontario; Weyburn, Saskatchewan; and Hay River, Northwest Territories. (LH)

ED 258 913 SO 016 677

Callahan, Daniel; And Others
Congress and the Media: The Ethical Connection.
Hastings Center, Hastings-on-Hudson, NY.
REPORT NO.- ISBN-0-916558-22-3
PUB DATE- 85
NOTE- 63p.; For related documents, see SO 016 678-679.
AVAILABLE FROM- The Hastings Center, 360 Broadway,
Hastings-on-Hudson, NY 10706 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Credibility; *Ethics; *Journalism; *Legislators; Mass
Media; *Mass Media Effects; *News Media; Political Attitudes;
Social Attitudes; Social Responsibility
IDENTIFIERS- *Congress; *Interdependence

This essay, an outgrowth of the Legislative Ethics and the Media Project, builds upon project meetings and interviews with members of a special task force made up of journalists representing various special ties and perspectives within the media as well as legislators, congressional staff members, and academic experts. The first of five sections discusses representation and the press and dilemmas in reporting legislative ethics. Section II, "The Relationship between Journalists and Legislators," presents a historical perspecitve of three distinct periods of press-Congress relations, as well as subsections dealing respectively with criticisms by journalists and legislators of media coverage, conflicting roles, "the plural media," and special pressures on the legislator-journalist relationship. Principles of legislative ethics and the media's role are further examined in section III. Section IV, "The Ethics of Journalists as Unelected Representatives," focuses on the foundations and principles of journalism ethics and two kinds of constraints hampering the ability of journalists to fulfill their duties of autonomy, accountability, and responsibility in covering Congress. The final section, "Journalism and the Ethics of Legislative Life," considers the interconnection and mutual ethical interdependence of legislative and journalistic ethics. (LH)

ED 258 926 SP 025 950

Davidson, Michael E.; Hess, G. Alfred, Jr.
Recreational Programs in a Time of Fiscal Constraint. An Examination of Programs Supported by the Playground Fund of the Chicago Board of Education.
Chicago Panel on Public School Finances, IL.
PUB DATE- Jan 85
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Resources; Elementary Schools; Elementary Secondary Education; *Playgrounds; *Program Costs; *Program Effectiveness; *Recreational Activities; Recreation Finances; School Based Management; *School Recreational Programs; Urban Schools
IDENTIFIERS- Illinois (Chicago)

The Chicago Board of Education operates teacher-staffed, after school playground programs at 59 elementary schools. It also operates and maintains six stadia for interscholastic and amateur athletic events and recreational purposes. This study examined those programs and the use of funds committed to support them. Descriptions are given of the activities, facilities, sites, and organization of the programs, and comparisons are made of the way they function. Findings included: (1) recreation programs were functioning at most playground sites; (2) there was inadequate and problematic supervision of playground staff; (3) playground programs existed with no discernible secondary academic benefits for the host school; (4) playground programs were unevenly sited; (5) the stadia program was important to interscholastic activities of the Board of Education; and (6) playground programs provided fewer services, at higher cost, than comparably sized park district programs. Two recommendations were made: (1) the management of the playground programs should be reorganized; and (2) official local school parent groups should assess the playground programs in their areas. (JD)

ED 258 957 SP 026 416

Galambos, Eva C.

Teacher Preparation: The Anatomy of a College Degree.

Southern Regional Education Board, Atlanta, Ga.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 85
NOTE- 39p.
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street N.W., Atlanta, GA 30309 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Credits; *Course Content; Education Courses; *Education Majors; Elective Courses; *General Education; Higher Education; *Preservice Teacher Education; *Required Courses; *Teacher Education Curriculum
IDENTIFIERS- *Teacher Candidates; United States (South)

To document how future teachers are being educated, over 3,000 transcripts of future teachers in 14 southern states were examined, course by course. Information was sought on: (1) What courses are future teachers taking in college? (2) Do teachers take different academic courses than other students? (3) Does the general education in the first two years lay the necessary foundation for specialization and education courses? (4) What is the division of coursework between the "content" that teachers will teach, and the "methods" on how they will present the "content"; and (5) How relevant are the areas of specialization of the secondary teachers to assignments they are likely to draw in typical high schools? Chapter 1 of this monograph presents an overview of the findings. Implications of these results for strengthening teacher education programs are discussed in Chapter 2. The statistical data concerning the general education of teachers, with comparisons to arts and sciences graduates are presented in Chapter 3, followed by an outline of the statistical findings about the academic majors (Chapter 4) and the education courses teachers complete (Chapter 5). The last chapter provides some descriptive impressions about the quality of some of the courses offered. (JD)

ED 259 003 TM 850 372

Monk, John S.; And Others

Examination of Achievement Differences Due to Cognitive Tendency, Sex, and IQ Using an Intensive Time-Series Design.

PUB DATE- Mar 85
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Aptitude Treatment Interaction; Cognitive Processes; Cognitive Style; Intelligence Differences; Junior High Schools; *Measurement Techniques; Performance Factors; *Research Design; Sex Differences; Statistical Analysis
IDENTIFIERS- *Time Series Design

This study was conducted to determine how the pattern of learning on an abstract concept, plate tectonics, differed between groups of different cognitive levels, sex, and intelligence quotient (IQ). The intensive time-series design was used to examine the achievement of eighth grade and ninth grade earth science students. The unique characteristic of this study was the use of the intensive time-series design to reveal differences in patterns of learning between groups. Results indicated that no definite trend was present as learning occurred among the concrete cognitive tendency students, while a strong positive trend existed as learning occurred in the formal cognitive tendency group. Achievement was greater for students with higher IQs than for those with lower IQs. No clear achievement differences were observed between the sexes. The study indicated the power of the intensive time-series design which permitted researchers to investigate learning as a dynamic process. (DWH)

ED 258 769 RC 015 338

IHS Mental Health Program Review Plenary Session Background Material .

Indian Health Service (PHS/HSA), Rockville, MD.

PUB DATE- Feb 84

NOTE- 86p.; For related document, see RC 015 339.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)

DESCRIPTORS- *Alaska Natives; American Indian Education; *American Indians; Human Services; Mental Health; *Mental Health Programs; *Program Descriptions; *Program Evaluation; Program Improvement; Psychiatric Services

IDENTIFIERS- *Indian Health Service; Indian Self Determination Education Assistance Act

This special edition contains the background material prepared for the Indian Health Service (IHS) Mental Health Program Review session of January 17-19, 1984 which reviewed the background of the Mental Health Program, assessed the major current management and programmatic issues, and developed recommendations for improving the program. The Review session's agenda is provided and is followed by a listing of the participants. The seven sections of this edition cover the session's discussion topics on the mental health status of American Indians and Alaska Natives, history and description of the program, services for children and adolescents, evaluation and research findings along with needs for an evaluation and reporting system, organization and funding, contracting under P.L. 93-638 (Indian Self-Determination and Education Assistance Act), and exploring and clarifying the mission and future direction of the IHS Mental Health Program. Meant to serve as a basis for discussion during the review, each section provides background information, a bibliography, and illustrative tables regarding its topic. (PM)

ED 258 782 RC 015 364

Harl, Neil E.
The Changing Rural Economy: Implications for Rural America.
Department of Education, Washington, DC.
PUB DATE- Aug 85
NOTE- 30p.; Paper presented at the National Rural Education Forum (Kansas City, MO, August 12-14, 1985). For related documents, see RC 015 365-372.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Agricultural Trends; *Economic Change; *Economic Factors; *Educational Demand; Educational Finance; *Educational Needs; Elementary Secondary Education; Farmers; Farm Occupations; Labor Utilization; Policy Formation; Retraining; *Rural Education; Rural Farm Residents; Rural Schools; Vocational Education
IDENTIFIERS- Impact

Although rural education is entering an era of opportunity in terms of both youth and adult needs, the capacity of rural areas to provide needed educational services may be diminished due to rapid economic and social change, particularly in agriculture. Three federal policies operating over the past two decades have created an unfavorable environment for agriculture. Further factors such as adverse weather brought many farms and ranches to a point that made them vulnerable to those policies' impacts. Total farm debt rose to over $216 billion in 1983 before declining somewhat in 1984-1985. Unlesss something is done, more than one third of the farmers will move to insolvency, inflicting serious damage upon the rural community. Policy alternatives developed in 1985 could have an effect on the relationship of commodity prices to land values and capital to labor. As more farms liquidate, the demand for adult education and expanded programs for youth will increase, while available education funds will decrease due to fewer property tax revenues and diminished federal funding caused by out-migration. New education delivery strategies must be formulated as these shifts occur. Statistical information is displayed in graphs and tables throughout the text. (PM)

ED 258 796 SE 045 791

Legislative Report. Louisiana State Assessment Program. Reading, Writing, and Mathematics, 1982-83.

Louisiana State Dept. of Education, Baton Rouge. Office of Research and Development.

PUB DATE- 83
NOTE- 123p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Gains; *Educational Assessment; Elementary Secondary Education; Grade 3; Grade 7; Grade 10; *Mathematics Achievement; Performance Factors; *Reading Achievement; *State Programs; Testing Programs; *Writing Evaluation
IDENTIFIERS- *Louisiana State Assessment Program

This four-section report presents information on the 1982-83 Louisiana State Assessment Program. The major purpose of the program is to assess student performance in reading, writing, and mathematics. Section I discuses the scope of the 1982-83 program, provides highlights of results, and briefly considers test administration and reporting procedures. Section II provides summaries of overall performance in grade 7 and grade 10 reading, writing, and mathematics as well as in domains within each of these areas. Among these domains are: vocabulary, comprehension, and study skills (for reading); spelling, capitalization, and punctuation (for writing); and numeration, whole number operations, decimals/decimal operations, measurement and estimation, geometry, and problem-solving (for mathematics). Section III presents the writing exercise results for grades 3, 7, and 10. Reporting procedures used are also included. Section IV contains information on various technical aspects of the state assessment tests, including test reliability, item discrimination, content validity, as well as descriptive statistics. (JN)

ED 258 812 SE 045 808

Kahle, Jane Butler
Girls in School: Women in Science.
National Association of Biology Teachers, Washington, D.C.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 83
NOTE- 174p.; For a related document, see ED 244 781.
GRANT- NSF-83-SP-0798
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Biology; Case Studies; *Females; High Schools; Instructional Materials; *Performance Factors; Science Education; *Science Instruction; *Secondary School Science; Sex Bias; *Sex Differences; Student Characteristics; Teacher Attitudes; *Teacher Behavior; Teaching Methods
IDENTIFIERS- National Science Foundation; *Science Education Research

This report describes a 9-month project, conducted in seven states, during which teaching strategies and teacher attitudes which successfully encouraged girls in science were observed, described, and analyzed. Biology, taken by over 80 percent of high school students, was the course selected for observation; if girls are turned off to science in biology, they effectively close the doors to scientific or technological careers. Following a brief introduction, eight case studies of teachers who have had a "track record" of success with young women in science are presented. Authors of these studies are Exyie Ryder, Jane Butler Kahle, Ann Haley-Oliphant, Julia Riggs, Frances Vanderdoort, Jane Abbott, Joseph McInerney, and Elizabeth Stage. A summary is also provided in which data collected at all the case study schools is analyzed, case study sites and teachers compared and contrasted, and general conclusions drawn. Several behaviors of teachers who are successful in encouraging girls to pursue science were found. They include: (1) providing career information and informal academic counseling; (2) demonstrating unisex treatment in science classrooms; and (3) not using sexist humor and not allowing boys to dominate discussions or activities. (JN)

ED 258 842 SE 045 841

Aeronautics Technology Possibilities for 2000: Report of a Workshop (January 1984).

National Academy of Sciences - National Research Council, Washington, DC. Commission on Engineering and Technical Systems.

SPONS. AGENCY- National Aeronautics and Space Administration, Washington, D.C.
PUB DATE- 84
NOTE- 242p.
CONTRACT- NASW-3455
AVAILABLE FROM- Aeronautics and Space Engineering Board, National Research Council, 2101 Constitution Avenue, N.W., Washington, DC 20418.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Aerospace Industry; *Aerospace Technology; Aviation Technology; Computer Science; Feasibility Studies; *Futures (of Society); Navigation; Research and Development; *Space Sciences; *Technological Advancement; *Technology Transfer
IDENTIFIERS- Aerodynamics; *Aeronautical Research

The National Research Council's Aeronautics and Space Engineering Board conducted a workshop in January 1984 to project what the state of knowledge of aeronautical technology could be in the year 2000 if necessary supporting resources were made available. Eight panels were organized to assess possibilities in the areas of: (1) aerodynamics; (2) propulsion; (3) structures; (4) materials; (5) guidance, navigation and control; (6) computer and information technology; (7) human factors; and (8) systems integration. Participating in these panels were experts from academia, industry, and government. Projections were made that would serve as a base for planning future research and facilities and also as an insight base on the state of the art in aeronautical technology for civil and military planners of air vehicles and systems. Proceedings from this study are arranged into three sections: (1) summaries of the principal findings of each panel; (2) individual panel reports; and (3) an appendix containing panel recommendations regarding requirements for supporting research and facilities. A bibliography and glossary of aeronautical terms and codes are also included. (ML)

ED 258 856 SO 016 513

Maurice, S. Charles; Smithson, Charles W.
Are We Running Out of Everything? Series on Public Issues No. 1.
REPORT NO.- ISBN-0-86599-008-5
PUB DATE- 83
NOTE- 32p.; For related documents, see SO 016 514-527. Adapted from "Doomsday!:10,000 Years of Economic Crises" by S. Charles Maurice and Charles W. Smithson.
AVAILABLE FROM- Public Issues, Center for Free Enterprise, Texas A&M University, College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Capitalism; *Conservation (Environment); *Controversial Issues (Course Content); Decision Making; Depleted Resources; *Economics; Economics Education; Federal Regulation; *Government Role; History; Instructional Materials; *Natural Resources; *Public Policy; Secondary Education
IDENTIFIERS- *Free Enterprise System; Oil

In the introduction to this booklet, one of a series intended to apply economic principles to major social and political issues of the day, it is pointed out that despite the predictions of "doom merchants," the world did not run out of oil in the 1970's, and in fact, is experiencing an oil glut in the 1980's. It is then argued that freely functioning markets with people acting in their own self-interest have eliminated shortages of oil. By looking at the oil crisis of the 1970's and earlier shortages in resources such as timber, whale oil, and flint, it is possible to see the operation of a free market system acting to use abundant resources and conserve scarce ones. Thus, this system will continue to act by encouraging individuals to conserve resources or seek new solutions whenever new shortages appear. In conclusion, it is argued that where difficulties have arisen, whether it be the oil crisis of the 1970's or the fall of the Roman Empire, the causes may be found in attempts by government to stifle the free enterprise system. It is then emphasized that the best that government can do is not to become involved in attempts to regulate the use of natural resources. (LH)

ED 258 900 SO 016 652

Gibbons, Joan; And Others

Peoples, Processes and Patterns: Japan.

City of Birmingham Polytechnic (England). Dept. of Art.
PUB DATE- 81
NOTE- 95p.; Developed by the Ethnographic Resources for Art Education Project. This project was funded with assistance from the Manpower Services Commission. For related documents, see SO 016 651 and ED 249 157-158. Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; *Art Education; *Asian History; *Asian Studies; *Cross Cultural Studies; Cultural Differences; *Cultural Education; *Design Crafts; Elementary Secondary Education; Ethnography; Folk Culture; Instructional Improvement; Instructional Materials; Student Projects; Teaching Guides; Teaching Methods
IDENTIFIERS- *Japan

Designed for use by elementary and secondary teachers but useful to anyone interested in Japanese art, this booklet considers the ways in which design issues have been solved in Japanese culture, both in the past and the present. Following a discussion of major Japanese design concepts and Japanese motifs, the text traces the historical development of Japanese art from the Joman period (up to 200 B.C.) to the Edo period (1615-1868). Subsequent sections focus on other Japanese art patterns and processes including calligraphy, seals, paper, packaging, tea ceremonies, and Japanese gardens. These worksheets are designed to involve the students in understanding the principles of Japanese design by working on projects which use these principles and Japanese methods. Throughout the booklet religious belief systems underlying design ideas are covered, as well as the concept of space, which is seen in the context of a densely populated and highly urbanized environment. The book concludes with a glossary, a list of additional resources, and a bibliography. (IS)

ED 259 062 UD 024 335

Gill, Wanda E.
Education and the Black Family. A Framework for Quality Education: Setting Goals and Objectives, Developing a Philosophy of Education and Strengthening Community and Parental Involvement.
PUB DATE- 22 Jun 85
NOTE- 17p.; Paper presented at Prince George's County Annual Convention of Black People (2nd, Bowie, MD, June 22, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Community; *Black Education; *Black Family; *Black Students; Community Role; *Educational Objectives; Educational Opportunities; Educational Quality; Elementary Secondary Education; Higher Education; Minority Group Children; *Parent Responsibility

The education of the black child must be perceived as a partnership between parents, school teachers, administrators, and the community. That partnership needs to be cemented with understanding, open communication, and trust. Black children's test scores are the lowest of any group in the country and the gap between the educational performances of black and white children increases as they progress through school. This reflects the erosion of the partnership as children go through school, and parents, teaches and administrators send messages of independence to the child that are sometimes seen as growing lack of interest. The overall goal of any educational system is to produce functionally literate adults: to this end, experiential learning in cultural centers and a suitable study environment are important. The child should be taught the following aspects of citizenship: ethics; the functions of Federal, State, and local government; the American political system; and the responsibility of voting. The community also needs to address the effects of middle class values on homes that do not depict such values. At the same time, against a backdrop of declining higher education aid for blacks, there is a special need to prepare black children for college, and the trend toward teacher testing as the measure of teaching ability, which threatens the black classroom teacher, must be turned back in favor of a system in which the test is only one of many criteria. Finally, the black family and the black community bear the major responsibility for the quality and monitoring of the black child's educational experience. The official convention program giving the day's schedule and a note on background and purpose and listing the conventions officers and sponsoring organizations, is attached. (RDN)

ED 258 756 RC 015 323

Valle, Victor M.
Orientaciones Tecnicas para el Mejoramiento de la Administracion Educacional--Necesidades, Posibilidades y Perspectivas (Technical Guidelines on the Improvement of Educational Administration--Needs, Possibilities, and Perspectives).
PUB DATE- Nov 84
NOTE- 24p.
LANGUAGE- Spanish
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; *Educational Administration; *Educational Improvement; *Educational Practices; Foreign Countries; *International Cooperation; International Programs; Technical Assistance
IDENTIFIERS- Latin America; Programa Regional de Desarrollo Educativo (OAS)

The success of development programs in educational systems is dependent, to a large extent, on the quality and relevancy of their management. Many worthwhile, well conceived and planned educational reforms have failed due to poor management. Therefore, both ministries of education and international organizations of technical cooperation have placed top priority on educational management matters. International cooperation efforts emphasizing the improvement of educational administration have been conducted by such programs as the Programa Regional de Desarrollo Educativo (PREDE), supported by the Organization of American States; Experiencias de Gestion Participative (Colombia); Investigacion para la Accion y la Obtencion de Logros (Central America); and Modelo del Funcionamiento de las Escuelas Basicas (Chile). This paper discusses the management of educational systems; explains how educational administration is, and has been, a priority of PREDE; discusses the influence of educational approaches on the theory and practice of management at large; presents some basic definitions of management; discusses problems, needs, and possibilities that, in the field of educational administration, are present in Latin American educational systems; provides some examples of efforts to improve educational administration; and outlines proposals for reflections and actions to improve the administration of Latin American educational systems. (NQA)

ED 258 827 SE 045 823

Eastman, Susan Tyler; Krendl, Kathy A.
Computers and Gender: Differential Effects of Electronic Search on Students' Achievement and Attitudes.
PUB DATE- 84
NOTE- 20p.; Paper presented at the Annual Meeting of the Communication, Language and Gender Conference (Oxford, OH, October, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Computer Oriented Programs; Computer Science Education; Educational Research; Grade 8; Information Retrieval; Junior High Schools; *Microcomputers; Science Education; *Sex Differences; Sex Stereotypes; *Student Attitudes

The effects of using a microcomputer for electronic research on the achievement and attitudes of eighth-grade boys and girls (N=247) were investigated. The study analyzed three dimensions of student themes, two sets of computer achievement measures, and three attitudinal dimensions for each of three treatment groups. Results showed no unpredicted differences by treatment group, but significant sex-related differences in theme writing and attitudes toward computers and sex roles. No differences in computer performance emerged in the computer group. Before the experimental treatment, girls held significantly fewer stereotypes and more positive attitudes toward their sex's potential computer abilities than boys, and the predicted reduction in the attitude gap between boys and girls that used computers emerged in the posttest. This study provides support for the generalizations that: (1) the computer task has greater influence on computer achievement than inherent verbal or spatial skills; and (2) experience using computers reduces sex-related stereotypes. It suggests that new technologies foster educational equity. (Author/JN)

ED 258 871 SO 016 540

Lewis, John; Dempsey, Joanne R.

Health Care in the United States and Health Care Issues: A Lesson Plan.

PUB DATE- 84

NOTE- 6p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)

DESCRIPTORS- Controversial Issues (Course Content); *Cost Effectiveness; *Decision Making; *Economics Education; High Schools; Instructional Materials; Lesson Plans; *Medical Services; *Public Policy; Social Studies; Teaching Methods

An article on American health care which focuses on health care costs and benefits is combined with a lesson plan on health care issues to enable students to consider both issues of cost effectiveness and morality in decisions about the allocation of health care. The article covers the history of interest in health care, the reasons for the increase in costs, benefits of health care expenditures, and questions for the future. The lesson plan, which is designed for grades 11 and 12, takes two class periods. It includes major concepts, rationale, instructional objectives, materials, and student activities. Various topics of discussion, based on the article, are suggested. Student activities include making a decision about alternative forms of health care and selecting which one of five patients should receive a kidney transplant. (IS)

ED 258 942 SP 026 193

Cole, Donna J.; And Others

Institutional Change: The Infusion of Human Relations into Preservice Teacher Education Programs.

PUB DATE- 1 Mar 85

NOTE- 25p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Denver, CO, February 27-March 2, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Change Strategies; Higher Education; *Humanistic Education; *Human Relations; Interpersonal Relationship; *Preservice Teacher Education; Student Attitudes; *Teacher Education Programs; Values

IDENTIFIERS- Emporia State University KS; Lenoir Rhyne College NC; Wittenberg University OH

The strengthening of human relations education in the preparation of teachers has become legitimately and necessarily the responsibility of each institution engaged in preservice teacher education. Infusion--the permeation of all dimensions of a teacher education program with the development of the concepts, skills, and attitudes necessary to good human relations--is the most appropriate model. Introduced by Robert L. Mulder, three papers are presented on three institutions for higher education: "Wittenberg University" (Ohio), by Donna J. Cole; "Emporia State University" (Kansas), by Theresa E. McCormick; and "Lenoir-Rhyne College" (North Carolina), by Donald G. Hayes. These institutions have developed procedures for assessing their need to strengthen human relations education, and for effecting the necessary changes. Wittenberg utilized an in-house study committee; Emporia State employed a Human Relations Specialist; and Lenoir-Rhyne used data from a longitudinal study of the changes in value commitments experienced by students from entrance to graduation. All three institutions relied heavily upon institutional resources and support for the success of their projects. Given the common needs and the common patterns of teacher education programs, irrespective of the institution in which they are located, the experiences of the three institutions reported here can be helpful to others. (Author/JD)

ED 258 973 TM 850 190

Reidy, Edward F., Jr.
An Evaluation of Student Writing.
West Hartford Public Schools, Conn.
PUB DATE- 82
NOTE- 18p.; For related document, see TM 850 189.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; Essay Tests; Evaluation Criteria; *Evaluation Methods; Instructional Improvement; Interviews; Program Evaluation; Program Implementation; School Surveys; Teacher Attitudes; Teaching Methods; Test Results; Writing (Composition); *Writing Evaluation; *Writing Instruction
IDENTIFIERS- Teacher Practices Questionnaire (Sorenson et al)

This evaluation of writing in the West Hartford CT Public Schools was part of a large evaluation of English/Language Arts. To provide information for program improvement and growth, the evaluation focused on six issues: (1) the extent of implementation of West Hartford's Composition Program; (2) how teachers use the Composition Program in their classrooms; (3) teachers' concerns about program implementation; (4) the extent of improvement in students' writing achievement from grade three to grade twelve; (5) identification of writing strengths and weaknesses within representative grades; and (6) how the writing achievement of West Hartford's 17 year-olds compares to that of advantaged, urban, 17 year-olds nationally. Data were collected through (1) teacher questionnaires and structured interviews; (2) representative samples of student compositions written by all students in grades three, five, seven, nine and twelve on the same topic; (3) best pieces of writing submitted by representative student samples from grades four, eight, and twelve; and (4) persuasive essays by all twelfth grade students on a National Assessment of Educational Progress (NAEP) writing assessment topic. Results indicated West Hartford Students of all ability levels were learning to write effectively. Data analyses will be used in staff seminars to examine individual and group instructional practices. (BS)

ED 258 988 TM 850 356

Reid, Jerry B.
Establishing Upper Limits for Item Ratings for the Angoff Method: Are Resulting Standards More 'Realistic'?
PUB DATE- Apr 85
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Certification; Cutting Scores; *Difficulty Level; Interrater Reliability; *Item Analysis; Multiple Choice Tests; Standards; *Test Items
IDENTIFIERS- *Angoff Methods; *Standard Setting

This report investigates an area of uncertainty in using the Angoff method for setting standards, namely whether or not a judge's conceptualizations of borderline group performance are realistic. Ratings are usually made with reference to the performance of this hypothetical group, therefore the Angoff method's success is dependent on this point. A technique whereby the conceptualization of borderline performance can be defined in reference to the performance of the total group is demonstrated. If total group performance is more familiar to judges, either through past experience or training provided during the standard setting activity, use of total group performance to provide a frame of reference within which to define group performance may lead to more realistic item ratings. (Author/DWH)

ED 259 019 TM 850 389

Tobias, Sigmund
Macroprocesses, Individual Differences and Instructional Methods.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
PUB DATE- Apr 84
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Advance Organizers; *Aptitude Treatment Interaction; *Computer Assisted Instruction; Computer Assisted Testing; Higher Education; Individual Differences; Learning Processes; *Learning Strategies; Predictor Variables; Pretests Posttests; Reading Comprehension; *Reading Strategies; Student Role; *Study Skills; Teaching Methods; Test Anxiety
IDENTIFIERS- Adjunct Questions; Learning and Study Skills Questionnaire; *Macroprocesses; Nelson Denny Reading Tests; Sarason Test Anxiety Scale; Worry Emotionality Scale (Morris Davis Hutchings)

Students' macroprocessing of instruction was studied in a learning situation which used adjunct questions. The subjects were offered various macroprocessing options while reading a passage on data processing and computer programming. Each sentence appeared on a computer CRT screen one at a time. The options included: (1) review any sentence or sentences; (2) preview any sentence or sentences; (3) consult an alternative text written in an easier vocabulary; (4) review the alternate text; (5) preview the alternate text; (6) take notes; (7) review the notes; (8) view an outline of the 49-paragraph presentation; or (9) view and select from a menu of options. Tests of reading, worry, test anxiety, and study skills were administered. Three groups were assigned: only reading the text; reading and responding to adjunct questions after each screen; or reading, answering questions, and receiving feedback. The computer system monitored which options were selected, as well as the frequency and time requirements. The results suggested that students did not select options which optimized individual achievement; in fact, they may not have known which macroprocesses to use to improve learning. (GDC)

ED 259 034 UD 023 794

Haj-Yahia, Muhammad, Ed.

The Spafford Community Center Community and Early Childhood Education Project. A Descriptive Paper about the Paraprofessionals in the Project.

SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- Mar 84
NOTE- 52p.; Jointly sponsored by the Jerusalem Foundation.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Change; Child Development; *Child Rearing; Child Welfare; Foreign Countries; *Indigenous Personnel; *Mothers; Outreach Programs; *Paraprofessional Personnel; Postsecondary Education; *Self Concept; *Training
IDENTIFIERS- *Israel (Jerusalem)

The Community and Early Childhood Education Project (of the Spafford Community Center in East Jerusalem) conducts a course which trains indigenous mothers to work as paraprofessional instructors of other indigenous mothers. The course includes both theoretical and practical material, and deals with two main areas. The first is a child's development and basic needs, including love, nutrition, and everyday care; phenomena such as fear and jealousy, and the importance of games and play are also discussed. The second area is the mother as an individual within the family, and her role within the family dynamics; the importance of her independence, self worth, and self esteem are stressed. Both these areas are presented in theoretical lectures which are followed by group work in which the trainee mothers participate in discussions, test their own feelings and behavior, and receive immediate, firsthand responses from the other trainees or a staff member. The rationale behind training and employing non-professional supervisors is that because they speak the same language and have the same cultural background as the supervised mothers, their involvement will help to increase client involvement in the project and change the self-images of the mothers through changing the mother-project relationship. (KH)

ED 258 914 SO 016 678

The Ethics of Legislative Life. A Report by the Hastings Center.

Hastings Center, Hastings-on-Hudson, NY.
REPORT NO.- ISBN-0-916558-21-5
PUB DATE- 85
NOTE- 85p.; For related documents, see SO 016 677-679.
AVAILABLE FROM- The Hastings Center, 360 Broadway,
Hastings-on-Hudson, NY 10706 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; Codes of Ethics; Credibility;
*Ethics; Futures (of Society); *Legislators; Political Attitudes;
*Public Officials; Public Opinion; Social Attitudes; Social
Responsibility
IDENTIFIERS- *Trust

Results of a two-year research project (1982-84) on Legislative and Representative Ethics are presented in this report, which analyzes the basic principles of legislative ethics, discusses the special dilemmas and obligations of legislators, and offers conclusions about future steps that could be taken to enhance public discussion and to reinforce the incentives leading to ethical conduct. Following an executive summary, the first of five sections deals with the importance of legislative ethics, with subsections on legislative authority and the public trust, an increasing lack of public confidence in elected representatives, movement toward a more comprehensive and constructive dialogue in legislative ethics, ethics and politics, and new perspectives and aims. The second section, "The Ethical Challenge of Legislative Service," discusses legislatures and legislators in a democratic society, traditional norms of legislative ethics, the rise of the entrepreneurial legislator, and the limits of recent ethics reform. The practice of representation, principles of legislative ethics, and ethical dilemmas are treated in section III. Section IV, "Legislatures and Legislative Ethics," examines the moral ecology of legislatures and legislative ethics codes and enforcement. The final section outlines future steps that could be taken to enhance autonomy, accountability, and responsibility and suggests that the need for enhanced public understanding of legislative ethics is one component of the more general problem of responsible citizenship and "democratic literacy." (LH)

ED 258 927 SP 026 012

Yore, L. D.; And Others

Multi-Agency Planning for Continuing Professional Education of Teachers.

PUB DATE- Jun 83

NOTE- 22p.; Paper presented at CAUCE Annual Conference (Halifax, Nova Scotia, Canada, June 12-16, 1983).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Agency Cooperation; *Cooperative Planning; Elementary Secondary Education; Foreign Countries; *Inservice Teacher Education; *Participative Decision Making; *Professional Continuing Education; Program Implementation; Regional Cooperation

IDENTIFIERS- *British Columbia

In British Columbia the responsibility for non-degree, continuing professional education of teachers is vested in the Ministry of Education, three universities, the British Columbia Teachers' Federation, and the schools. Demography necessitates coordinated planning. Multi-agency planning committees are established to improve communication, assess needs, avoid duplication, clarify goals and roles, share resources, and facilitate evaluation. This collaboration requires the sharing of power, planning, organizing, operating, evaluating, and committing resources. Examples are given of four planning committees functioning in different geographic areas of the Province. The examples describe the purpose which stimulated the collaboration, the participating agencies, their interactions, and the functions of the multi-agency committee. A description is given of two programs designed for teachers by cooperative planning committees: Teaching Effectiveness and Classroom Handling (TEACH), and Professional Refinements in Developing Effectiveness (PRIDE). (JD)

ED 258 958 SP 026 417

SREB Annual Report 1984-85.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- Jun 85
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Educational Cooperation; *Educational Planning; Educational Research; Higher Education; Needs Assessment; *Organizational Objectives; Preservice Teacher Education
IDENTIFIERS- *Southern Regional Education Board

The Southern Regional Education Board (SREB) member states are Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia. Working directly with state governments, academic institutions, and other related agencies, SREB does research and makes reports on needs, problems, and developments in education; conducts cooperative programs to upgrade training in undergraduate, graduate, professional, and technical education; and serves as fiscal agent and administrator in interstate arrangements for regional educational services and institutions. This annual report contains: (1) listing of sources of SREB support; (2) statement by the Governor of South Carolina; (3) report from the President of SREB; (4) sharing arrangements of high-cost and uncommon academic programs; (5) listing of the members of the SREB Board; (6) listing of SREB advisory groups; (7) audit statement; (8) listing of recent SREB publications; and (9) names of the SREB professional staff. (JD)

ED 259 004 TM 850 373

Rogers, Bruce G.
The Effects of Type of Instructions on the Psychometric Properties of a Survey Instrument.
PUB DATE- Apr 84
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Affective Measures; Educational Research; Higher Education; *Psychometrics; *Reaction Time; Research Design; Response Style (Tests); *Test Theory
IDENTIFIERS- *Test Instructions

The purpose of this study was to determine how cognitive style instructions to respondents of a survey instrument affected the resulting psychometric properties of the scale. It was hypothesized that a group which is instructed to carefully respond will have a mean score further from the neutral point, a larger standard deviation, and a higher internal consistency, and will take more time in responding, than will a group which is instructed to immediately respond. Using an instrument designed to measure feelings about the manipulation of people in interpersonal situations, respondents were asked to either "carefully respond" or "immediately respond" to each item. The results suggested that neither the central tendency, dispersion, nor the reliability of the scores were strongly affected by type of directions. The amount of time spent in responding was only slightly affected. (DWH)

ED 259 048 UD 024 317

Sussewell, Deborah Ridley
A Cross Racial Study of Double Consciousness Effects
PUB DATE- 81
NOTE- 159p.; Ph.D. Dissertation, University of Maryland.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; Ethnicity; *Group Unity; Higher Education; Racial Attitudes; Racial Differences; *Racial Identification; Racial Relations; *Self Concept; Whites

The double consciousness model represents Black self-concept as being comprised of three primary cognitive structures: the "I," the "me," and the "we" self-referents. A study was conducted to examine three assumptions pertaining to the "we" self-referent: (1) that it reflects attitudes and behaviors developed because of Black Americans' African heritage and their oppressed status; (2) that it is more salient for Blacks than Whites; and (3) that Blacks' "we" self-referent attitudes generalize to other oppressed groups. Study subjects, 40 Black and 40 White female undergraduates, completed a questionnaire to assess their perception of self and others in regard to collectivism and participated in a two-person non-zero sum game in which both players make choices simultaneously. Results indicate that both groups behaved similarly and reported similar levels of other-orientedness and collectivism. The White females appeared to be more sensitive to situational cues in regard to cooperative behavior than the Black females. Both Blacks and Whites viewed their own group more positively than the other group; but whereas Blacks perceived the oppressed ethnic-racial groups, as a whole, as being more collective than non-oppressed ethnic groups, Whites did not, nor did Whites perceive themselves as being like their racial reference group in regard to collectivism, as the Blacks did. Because the Black and White subjects behaved similarly even though they perceived the test situation differently, these results lend only partial support to the double consciousness model. (KH)

ED 258 770 RC 015 339

Indian Health Service Mental Health Program Review Plenary Session (Portland, Oregon, January 17-19, 1984). Summary Report.

Indian Health Service (PHS/HSA), Rockville, MD.

PUB DATE- Mar 84

NOTE- 85p.; For related document, see RC 015 338.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)

DESCRIPTORS- *Alaska Natives; American Indian Education; *American Indians; Human Services; Mental Health; *Mental Health Programs; *Program Descriptions; *Program Evaluation; Program Improvement

IDENTIFIERS- *Indian Health Service; Indian Self Determination Education Assistance Act

This special edition summarizes the discussions which proceeded during the Indian Health Service (IHS) Mental Health Plenary Session. Following introductory comments by four session participants are seven discussion topics: mental health status of American Indians and Alaska Natives; history and description of the program; services for children and adolescents; evaluation and research findings, needs for evaluation and reporting systems; organization and funding; contracting under P.L. 93-638 (Indian Self-Determination and Education Assistance Act); and accomplishments, mission and future direction of the IHS Mental Health Program. Each discussion includes remarks by that topic's presenters and are followed by comments from other participants and further comments by panelists. Most discussions have opening comments from a moderator. Attachments include Plenary Session Agenda, summary statement by the chairperson concerning mental health services for children and adolescents, a list of plenary session participants, mental health recommendations which include nine recommended actions and comments over the recommended actions, Dr. Everette Rhoades' recommendations, and a response to recommendations to the Ad Hoc Group on Mental Health. Closing comments by Dr. Rhoades from Discussion VII include 14 topics which were not discussed fully including cultural ties, genetic causality, the family, dichotomies, suicide, sharing of clinical experiences, accidents, and prevention. (PM)

ED 258 783 RC 015 365

Campbell, Anne
Components of Rural School Excellence.
Department of Education, Washington, DC.
PUB DATE- Jul 85
NOTE- 15p.; Paper presented at the National Rural Education Forum (Kansas City, MO, August 12-14, 1985). For related documents, see RC 015 364-372.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; Cultural Traits; Educational Improvement; *Educational Objectives; *Educational Quality; *Educational Strategies; Elementary Secondary Education; Rural Areas; *Rural Education; Rural Schools; *School Community Relationship; Teacher Recruitment; Teaching Conditions; Time Management

Although intrusive factors--such as the economy--have limited recent strides toward improving rural education, there are components of excellence within the realm of local determination that are appropriate to conditions, circumstances, and aspirations surrounding the schooling process in rural areas. The educational reform movement in most states has resulted in increased requirements that must be considered by rural educators/boards/citizens. While these mandates set parameters, local communities can determine goals and practices for the excellence components of content, standards and expectations, time, teaching and the teacher, and reinforcement of cultural mores. Rural communities can decide to meet or exceed minimum standards, with provision made to meet the needs of all children. Communities should take adequate time to identify issues, propose options, develop curriculum, and meet needs of students requiring instructional diversity. Teachers should not only be involved in the content process but should be accepted as members of the communities that recruit them. The additional preparation required of rural teachers should be supported by in-service and staff development, evaluation, career ladders, and incentive pay. Cultural mores can be reinforced by integrating character development into the school environment. These components of rural school excellence do not exhaust the list of items that could be explored. (BRR)

ED 258 813 SE 045 809

Halachmi, Arie
Cooperative Developmental Energy Project. Final Report of Phase I.
Tennessee State Univ., Nashville. Div. of Continuing Education.
SPONS. AGENCY- Department of Energy, Washington, DC. Office of Minority Economic Impact.
REPORT NO.- TSU-0046(A)-16c-533102
PUB DATE- Jul 84
NOTE- 146p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Careers; *Employment; Employment Opportunities; *Energy; *Energy Education; Females; *Industry; *Minority Groups; *Personnel Policy; Program Descriptions; School Business Relationship
IDENTIFIERS- *Tennessee

This report provides a summary and description of the activities performed during Phase I (August 1983 to July 1984) of the Cooperative Developmental Energy Project of Tennessee State University. The major intent of the project was to develop a plan of action for enhancing employment and career mobility of minorities in the energy industry. Organizational components and procedural tasks of the project are explained. A review of the probable reasons for low levels of minority employment in the energy industry as well as suggestions for removing the obstacles are provided. A plan of action for Phase II is presented and a listing of activities for the 1984/85 academic year and a schedule for the proposed projects are given. Data and related information occur in eight appendices in the report. Appendix topic areas include: (1) employment of professional and management occupations in energy-related industries; (2) policy implications of personnel employment in energy-related occupations; (3) employment obstacles for minorities in energy-related industries; (4) steering committee minutes; (5) proposal for a Center for Energy Education; (6) cooperative agreements between graduate students and energy-related industries; (7) Energy Education Consortium Paper; and (8) a paper on developing a testing facility. (ML)

ED 258 843 SE 045 842

Duxbury, Alyn, Ed.
Guidelines for Science Curriculum in Washington Schools.
Washington Office of the State Superintendent of Public Instruction, Olympia, WA. Div. of Instructional Programs and Services.
REPORT NO.- IPS-636-85
PUB DATE- Jun 85
NOTE- 88p.; Document contains several pages of marginal legibility.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Biology; Chemistry; *Curriculum Development; Curriculum Guides; Earth Science; Elementary School Science; Elementary Secondary Education; Physics; Process Education; Program Development; Resource Materials; *Science Curriculum; *Science Education; Science Instruction; *Scientific Literacy; Secondary School Science; Skill Development
IDENTIFIERS- *Washington

This document contains guidelines for science curriculum in Washington State schools. Statements of philosophy and program goals are presented and explained. Four major program goals (which address societal demands) operationally describe science education toward the learning of: (1) factual and theoretical knowledge; (2) applied science skills; (3) critical thinking skills; and (4) values and attitudes affecting science, the individual, and society. Learner outcomes which develop the content and intent of science education are given for the primary level (grades K-3), intermediate level (grades 4-6), Junior High/Middle School (grades 6-9), and high school (grades 9-12). Each learner outcome division includes: (1) a major program goal; (2) general objective; (3) specific learner outcome; (4) grade level; (5) instructional implications; (6) relationship between implications and outcomes; (7) content area implications; and (8) content or process related examples. Three appendices contain descriptions of science process skills, lists of resources (with addresses), and explanations of the nature and language of science (concepts, theory, and law). These guidelines are designed to be used as an information base for science program development or for analysis of existing programs. The position is given that continuing efforts be made to provide equal opportunities for every student. Suggestions are also given for instruction of limited English proficient students. (ML)

ED 258 857 SO 016 514

Hobson, Margaret Jane; Maurice, S. Charles
Minimum Wage Laws: Who Benefits, Who Loses? Series on Public Issues No. 2.
REPORT NO.- ISBN-0-86599-009-3
PUB DATE- 83
NOTE- 27p.; For related documents, see SO 016 513-527.
AVAILABLE FROM- Public Issues, Center for Free Enterprise, Texas A&M University, College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Capitalism; *Controversial Issues (Course Content); *Economics; Economics Education; Employment Practices; Federal Regulation; *Government Role; Higher Education; Labor; Laborers; Laws; *Minimum Wage; *Minimum Wage Legislation; Political Issues; Secondary Education; *Wages
IDENTIFIERS- *Free Enterprise System

It is the thesis of this booklet, one of a series intended to apply economic principles to major social and political issues of the day, that minimum wage laws actually hurt those whom such laws are designed to help. From this point of departure, separate subsections examine economic implications of minimum wage laws, including discussion of what determines wages and working conditions, individual hiring decisions, those who are affected by minimum wage laws, results of minimum wage laws, and those who support these laws. Following a discussion of who benefits and who loses, it is argued that when someone without job experience wants a job but is "not worth the going wage rate," the best way to induce firms to hire him or her is to offer to work for a lower wage until enough experience and training has been gained to enable the individual to ask for and receive higher wages in the future. The consequence therefore, of preventing untrained workers from accepting less than the minimum wage, is to prevent them from gaining experience. It is concluded that when wage rates for low skilled labor rise because of a law, firms choose to hire fewer low skilled workers, thus hurting those whom minimum wage laws were designed to protect. (LH)

ED 258 872 SO 016 561

Domino, George

Cross-Cultural Differences as Reflected in Stories Given by American and Chinese Children.

PUB DATE- Apr 85

NOTE- 26p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Tucson, AZ, April 24-27, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Anthropology; Comparative Analysis; *Content Analysis; Creative Writing; *Cross Cultural Studies; *Cultural Differences; Cultural Traits; Elementary Secondary Education; Foreign Countries; Research Methodology; Socialization; Social Science Research; Social Values; *Story Telling; Student Attitudes; Student Writing Models

IDENTIFIERS- *China; *United States

Two samples of 316 stories generated by 80 Chinese and 80 American children were content analyzed. The stories were generated using a method developed by Metraux, which asks children to complete stories. According to the study's hypotheses Chinese children were expected to: (1) show evidence of greater social orientation, as reflected by such aspects as a greater number of story characters, the presence of more social interactions, greater emphasis on teamwork and public shame, and fewer interpersonal confrontations; (2) indicate a greater concern with authority; (3) reflect a greater preoccupation with moral and ethical rectitude; (4) show a stronger belief in chance or luck and in the influence of natural forces on one's daily environment; (5) contain more affective elements and less rationality or cognitive aspects; (6) contain fewer instances of physical aggression; and (7) show less economic orientation. Results clearly supported all the hypotheses. These differences reflect cultural differences between the United States and China, which, in turn, are the result of many aspects of those cultures, from differences in child-rearing to differences in the socio-political climate. Also included are a four-page bibliography and tables showing the thematic differences between the stories generated by Chinese and American children. (IS)

ED 258 886 SO 016 627

Special Report on the Division of Historical and Anthropological Services. History Directions.

New York State Education Dept., Albany. Div. of Historical and Anthropological Services.

PUB DATE- 85

NOTE- 25p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022) Historical Materials (060)

DESCRIPTORS- *Anthropology; Archaeology; Government Role; Museums; Organizations (Groups); Program Content; *State History; *State Programs

IDENTIFIERS- *New York

This issue both reports on the activities of the Division of Historical and Anthropological Services since its creation in 1979 and documents the record of New York State governmental efforts in history and anthropology that will serve as a resource for future study. "Keepers of the Flame: History and State Government in New York" (Paul Scudiere) documents the history of state programs to preserve New York's historical resources from 1708 to the present. Description of the Historical Services Program includes sections on incorporating historical agencies, county and municipal historians, programming, a seminar on New York State History, women's history programs, the Apple Network of Historical Agencies, the Colonial Albany Social History Project, and the History Collections of the state museum. Description of the Anthropological Services Program includes sections on prehistoric research, including the Upper Susquehanna Project, the archaeology collections, informational services, student and volunteer programs, and public archaeology through the Cultural Resource Survey Program. Also listed are references on New York state archaeology and a listing of current staff of the Division of Historical and Anthropological Services. (IS)

ED 258 901 SO 016 653

Killoran, James, Ed.
Teaching as an Art.
Association of Teachers of Social Studies, New York, N.Y.
PUB DATE- 85
NOTE- 51p.; For earlier issue on testing, see ED 244 870.
AVAILABLE FROM- Association of Teachers of Social Studies of the United Federation of Teachers, 260 Park Ave. South, New York, NY 10010 ($1.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Assisted Instruction; *Creative Teaching; Creativity; Curriculum Development; Discussion (Teaching Technique); Educational Objectives; Group Instruction; Higher Education; Learning Activities; Lecture Method; Lesson Plans; Microcomputers; Questioning Techniques; Simulation; Social Studies

The creative process of teaching is discussed. Teachers are artists because they employ creativity when they formulate, select, and organize their ideas into a medium which is called a lesson. This medium, in turn, is the means which provides a learning experience for others. There are eight articles. In the first article, "What is a Lesson?" Harry Rice presents a working definition of a lesson. The second article, by James Killoran and Joel Fischer, elaborates on the idea of teacher-as-artist, discussing lesson objectives and the means to achieve them. The remaining articles focus on different means or techniques in the creative process of lesson development. Karen E. Hoppes discusses the use of the lecture in the classroom. James Killoran presents a detailed questioning scheme that may be used when various forms of data are introduced in a lesson. Mark D. Rothman shows how computers may be used as one of the classroom artist's tools. Joel Fischer examines the usefulness to teaching of the simulation. William Burke explores the role that discussion-type activities play in a lesson. In the final article, Stuart Zimmer deals with some of the various formats a teacher may use in formulating a lesson plan. (RM)

Livingston, Samuel A.

Estimating the Reliability of Classifications Based on Composite Scores.

PUB DATE- 19 Nov 84
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Equated Scores; Essay Tests; *Estimation (Mathematics); Mathematical Models; Scoring; Statistical Analysis; Test Length; Test Reliability; *True Scores; Weighted Scores
IDENTIFIERS- *Composite Scores; *Composite Tests

Much previously published material for estimating the reliability of classification has been based on the assumption that a test consists of a known number of equally weighted items. The test score is the number of those items answered correctly. These methods cannot be used with classifications based on weighted composite scores, especially if the composite includes essay scores. This paper presents a modification which will make it possible to apply these methods to composite scores. The proposed method is based on a normal model (with variance stabilizing transformation) for the conditional observed score distribution. The effective test length of the composite is determined from its true-score variance, estimated by Kristof's method or by Gilmer and Feldt's method. (Author/DWH)

ED 258 797 SE 045 792

Mathematics: Computation/Applications. Eighth/Twelfth Grade. Wisconsin Pupil Assessment Program.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Management and Planning Services.

REPORT NO.- WSDPI-Bull-2226
PUB DATE- 81
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computation; *Educational Assessment; Grade 8; Grade 12; *Mathematical Applications; *Mathematics Achievement; Mathematics Education; *Quantitative Tests; Secondary Education; *Secondary School Mathematics; State Programs; Testing Programs
IDENTIFIERS- *Wisconsin Pupil Assessment Program

This booklet contains the mathematics test (computation and applications) for the Wisconsin Pupil Assessment Program for grades 8 and 12. The test consists of 99 items which range from measuring arithmetical skills to skills in computer programming. (JN)

ED 258 974 TM 850 201

Goertz, Margaret E.; Pitcher, Barbara
The Impact of NTE Use by States on Teacher Selection.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-85-1
PUB DATE- Jan 85
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cutting Scores; Minimum Competency Testing; Minority Groups; State Licensing Boards; *State Standards; *Teacher Certification; Teacher Qualifications; *Teacher Selection; Test Bias; *Test Use
IDENTIFIERS- National Teacher Examinations

This study was designed to investigate the impact of the National Teacher Examination (NTE) Core Battery and Specialty Area tests on the selection of teachers. The areas examined were how states use the NTE Programs Tests; distribution of test takers and test scores by racial/ethnic group; impact of qualifying scores on passing rates of these groups; and implications for the composition of the future teaching force. Most states set qualifying scores for each test they use. Test scores may be used to screen candidates for teacher education programs; evaluate student performance; screen candidates for initial certification; provide an alternative to the approved program approach for certification; and/or select teachers for participation in special programs. Passing rates differ significantly among racial/ethnic groups when qualifying scores set by states are applied to the national pool of NTE examinees. State policies have a direct impact on minorities. Current efforts are directed toward enacting more, or stricter, standards rather than addressing problems of equity. (DWH)

ED 258 757 RC 015 326

Real Bird, Henry; And Others
The Indian Reading Series: Stories and Legends of the Northwest. Teacher's Manual, Series I, II, and III.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Multicultural/Bilingual Div.
PUB DATE- 77
NOTE- 94p.; For related documents, see RC 015 327-329.
CONTRACT- 400-76-0048
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; American Indian Education; *American Indian Literature; American Indians; Childhood Interests; Childrens Literature; Cultural Background; Cultural Education; *Language Arts; *Language Experience Approach; *Learning Activities; Primary Education; Program Design; Program Implementation; Relevance (Education); *Supplementary Reading Materials; Tribes
IDENTIFIERS- Oral Tradition; *Pacific Northwest Indian Reading and Language Prog; *Pacific Northwest Tribes

Program philosophy and learning activities are presented in this teacher's guide to a supplementary reading and language development program that features stories and legends from Northwest tribes. The guide is companion to Levels I, II, and III of the Northwest Indian Reading Series which consists of 60 booklets arranged in a planned sequence appropriate for reading in the primary grades. Introductory sections of the guide discuss program objectives and rationale, focusing on the benefits to Indian students of reading materials which appeal to their experience, interests, and values. The section on program implementation includes a detailed plan for initiating a mock clan system in the classroom and explains how it can be used to develop interpersonal relationships and values as well as language arts skills. The suggested teaching activities which comprise the bulk of the guide are organized under the topics of dramatization, story comprehension, retelling stories, writing, making books, and word study. The 33 activities described include suggestions for using dance, pantomime, dioramas, mobiles, filmstrips, and puppets in conjunction with the reading series. (JHZ)

ED 258 828 SE 045 824

Baldwin, Cynthia A.
Asbestos in Colorado Schools.
PUB DATE- 81
NOTE- 80p.; Master's Thesis, Colorado State University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Asbestos; *Construction Materials; Elementary Secondary Education; *Hazardous Materials; Physical Health; *School Buildings; School Surveys
IDENTIFIERS- *Colorado

This study determined, by means of a random sample, how many of Colorado's public schools have asbestos materials and estimated the potential risk of exposure presented by these materials. Forty-one schools were surveyed. Bulk samples of possible asbestos materials were collected and analyzed using the K-squared Asbestos Screening Test to eliminate samples which did not contain asbestos. Positive samples were analyzed by an accredited laboratory using polarized light microscopy. The risk of potential exposure presented by these materials was assessed for each sampling site. One hundred thirteen samples were collected. Only 10.6 percent of the samples were negative for the K-squared Test. Of the 101 positive samples, 56 actually contained one or more forms of asbestos. Twelve samples were from sprayed material, the remaining 44 were from other materials. Of the 41 schools sampled, 76 percent had asbestos materials in one or more locations. The values for the exposure potential ranged from very low to very high, with the majority presenting high exposure potentials. It is estimated from these results that from 63 percent to 89 percent of the public schools in Colorado may have asbestos materials which present potentially serious hazards to individuals using these facilities. (Author/JN)

ED 258 928 SP 026 019

Measuring School Climate. California Evaluation Improvement Program.
California State Dept. of Education, Sacramento.
PUB DATE- 85
NOTE- 162p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Role; Data Collection; *Educational Environment; Elementary Secondary Education; *Evaluation Methods; Institutional Characteristics; *Needs Assessment; *Self Evaluation (Groups)

The purpose of this guide is to help school administrators, faculty, or other involved persons to measure a school's climate. Factors that create the climate, or total ambience of a school, include relationships of all within the school community, feelings and opinions about personal development and learning goals, and feelings and attitudes about the way the school operates. Examples are given of the ways to accomplish a measurement of school climate in six sequential steps: (1) developing a school climate assessment plan; (2) selecting and developing assessment instruments; (3) collecting school climate data; (4) compiling and analyzing the data; (5) reporting results of the climate assessment; and (6) using the results and planning for change. The appendix contains a collection of sample instruments that have been used in measuring school climate and related concepts. The instruments have been used to specifically assess school climate, group climate, the the principal's role. (JD)

ED 258 943 SP 026 200

Castro, Felipe G.; Jichaku, Patrick

Lifestyle Management Program: Promoting Cardiovascular Health: in Community College Campuses.

PUB DATE- 28 Aug 84

NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 28, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Cardiovascular System; *Health Education; *Health Programs; Knowledge Level; Motivation Techniques; Physical Health; Program Development; Two Year Colleges; Two Year College Students

The Lifestyle Management Project is a health promotion project and research study conducted in the spring of 1984 at five Los Angeles junior college campuses. Its goal was to increase knowledge of cardiovascular disease (CHD) risk factors among 400 to 2000 junior college students in each campus. This was done via five risk factor activities: blood pressure screening, stress management seminars, a stop smoking activity, a graded exercise program, and a reduced cost heart-healthy lunch. Participants took a multiple choice pretest and "cashed" it in for a Health Passport, which served as a program guide with dates and places of program activities. Analyses were conducted on pre-test variables: perceived risk of CHD before age 50 (PRISK); risk factor knowledge (KT); risk factor attitudes, e.g., exercise (AEX); behavior frequency during the past week, e.g., exercise (FEX); and behavioral intention, e.g., to exercise (IEX). (Author)

ED 258 959 SP 026 439

Wright, Douglas A.; And Others
Academic Requirements and Achievement in High Schools 1982. FRSS Report No. 15.
Westat Research, Inc., Rockville, Md.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-85-201
PUB DATE- 85
NOTE- 30p.
CONTRACT- 300-82-0166
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; Board of Education Policy; *Graduation Requirements; High Schools; High School Students; *Inservice Teacher Education; Instructional Improvement; *Minimum Competencies; National Surveys; *Required Courses; Secondary School Teachers

This report presents the findings of a survey of a nationally representative sample of school districts on high school academic requirements and achievement. A survey questionnaire was sent to 571 school districts and a 93 percent response rate was obtained. Information was gathered on the following topics: (1) time spent in school; (2) credits required for graduation; (3) basic course requirements; (4) homework requirements; (5) inservice teacher training requirements; (6) minimum competencey test requirements for teachers; (7) minimum competency test requirements for students; (8) activities rated as highly important to improving achievement; (9) implementation of activities to improve academic achievement; and (10) plans for implementing activities to improve academic achievement. Data from the survey are presented on tables accompanied by brief narrative summaries. (JD)

O'Brien, Michael; Hampilos, John P.

The Feasibility of Creating an Item Bank from a Teacher-Made Test, Using the Rasch Model.

PUB DATE- 24 Apr 84
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 24, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Testing; Criterion Referenced Tests; Difficulty Level; Higher Education; *Item Analysis; *Item Banks; *Latent Trait Theory; *Teacher Made Tests; *Test Construction; Test Items; Test Reliability; Test Validity
IDENTIFIERS- *Rasch Model

The feasibility of creating an item bank from a teacher-made test was examined in two comparable sections of a graduate-level introductory measurement course. The 67-item midterm examination contained multiple-choice and master matching items, which required higher level cognitive processes such as application and analysis. The feasibility of banking the test items was determined by the comparability of invariant item difficulty (item reliability) and item quality (item validity). The test was administered to Spring and Fall classes, and a Rasch latent trait analysis was performed on each test administration. The reliability of each item difficulty was determined by comparing the difference between Rasch difficulty estimates from each class for each item against their calibration error. Item validity was studied by examining the extent to which each item approximated an a priori rating used for criterion-referenced grading. Test reliability and test validity results indicated that the majority of items could be usefully banked. In the future, new test items could be created using the same procedures. The development of computer software to facilitate item analysis was recommended. (GDC)

ED 259 020 TM 850 390

Hart, Roland J.; Bradshaw, Stephen C.
Reliability Estimation for Aggregated Data: Applications for Organizational Research.
Army Research Inst. for the Behavioral and Social Sciences Field Unit, Presidio of Monterey, CA.
REPORT NO.- ARI-TR-541
PUB DATE- Jul 81
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Analysis of Variance; *Error of Measurement; Mathematical Formulas; Mathematical Models; *Organizational Change; Organizations (Groups); *Reliability; *Research Design; Sampling; *Social Science Research; *Statistical Analysis; Statistical Significance; Statistical Studies; Statistical Surveys
IDENTIFIERS- *Aggregation (Data); *Organizational Research

This report provides the statistical tools necessary to measure the extent of error that exists in organizational record data and group survey data. It is felt that traditional methods of measuring error are inappropriate or incomplete when applied to organizational groups, especially in studies of organizational change when the same variables are measured at more than one point in time. Ways to identify true organizational change, separated from changes in measurement error, are described. Suggestions for research design discuss the appropriate level of the hierarchy studied and sample size. Reliability formulas, tests of significance, unbalanced designs, synchronization measures, and computational requirements are also discussed. (Author/GDC)

ED 259 035 UD 023 908

Marinez, Diana; Ortiz de Montellano, Bernard

Teaching Culturally Relevant Science.

PUB DATE- May 83
NOTE- 37p.; Paper presented at the Michigan Annual Hispanic Education Conference (Dearborn, MI, May 13-14, 1983). Portions may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian History; Cultural Awareness; Cultural Education; Elementary Secondary Education; *Hispanic Americans; Instructional Materials; *Latin American History; Minority Groups; *Science Curriculum; Science Education; *Science History
IDENTIFIERS- *Cultural Relevance; *Mayan Civilization

For teachers concerned about the underrepresentation of Hispanics and Native Americans in science fields, this paper provides resource materials and instructional approaches. First, the role of ethnocentrism in determining what is included in science courses is discussed; the non-Western impact of science has been systematically ignored, it is argued, but its contributions to civilization have important implications for both minority and majority students. The remainder of the paper discusses a variety of topics, including Mayan mathematics and the Mayan calendar, the Horizon Coordinate System (used by ancient astronomers), Mesoamerican buildings and structures used for astronomical purposes, and ideas for culturally relevant student projects in astronomy, geology, botany, agriculture, nutrition, architecture and city planning, and art. Twelve figures illustrating the discussion of astronomy and time-keeping are included and a bibliography is appended. (KH)

ED 259 049 UD 024 318

Project Assist: A Counseling, Communication and Instruction Program Manual. Title VII Demonstration Project 1981-1984.

Ocean View School District, Oxnard, CA.

PUB DATE- Aug 84
NOTE- 85p.; For the Placement Procedures Handbook, see UD 024 319.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Bilingual Education; *Bilingual Education Programs; Curriculum; English (Second Language); Evaluation Methods; Hispanic Americans; Inservice Teacher Education; Junior High Schools; *Limited English Speaking; Native Language Instruction; School Counseling; Student Needs; Student School Relationship
IDENTIFIERS- *Ocean View School District CA

The goals of Project Assist in the Ocean View School District (California) are to socialize sixth through eighth grade recent immigrant and other limited English proficient students into the school mainstream and to aid them in passing eigth grade competency tests in basic skills of English reading, written composition, and mathematics. The program consists of two primary components, instruction and counseling, which are supported by two ancillary components, training and evaluation. The instructional component augments the basic bilingual instructional program of English as a Second Language instruction and Spanish literacy (primary language instruction) with transitional English reading and primary language instruction in the content areas and electives. The counseling component, with its bilingual crosscultural counselor, provides a means for intervention on behalf of the student with school instructional staff, administration, and parents. The training component, (for certified and classified staff) includes workshop and training models, and its main purpose is to promote acceptance of Project Assist among instructional staff. Finally, the evaluation component verifies project efforts, validates project results, and provides a research data base on the client population. Following the text, appendices, which make up 75% of the document, present instruments used in the project and information about project procedures. (KH)

ED 259 063 UD 024 336

Kemmerer, Frances; And Others
Challenge from Without: Analysis of the Recommendations Advanced by Five National Education Task Forces and Their Policy Implications for Precollege and Higher Education. The Nelson A. Rockefeller Institute of Government Special Report Series Number 4.
New York State Univ. System, Albany.
PUB DATE- 84
NOTE- 192p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- *Change Agents; Community Role; *Educational Change; *Educational Finance; *Educational Policy; Educational Quality; Elementary Secondary Education; *Government Role; Parent Role; Policy Formation; Research Utilization; State Federal Aid; *State Government; State Programs
IDENTIFIERS- Academic Preparation for College; Action for Excellence; *Excellence in Education; Making the Grade; Nation at Risk (A); *New York; Paideia Proposal

This report includes expanded versions of two papers by Frances Kemmerer and Alan P. Wagner which were first presented at a 1983 working seminar on the recommendations of five national educational task forces and their implications for New York State educational policy. Included also is a major additional paper contributed by W. Paul Vogt. The task force reports discussed are those of the College Board, the Education Commission of the States' Task Force on Education and Economic Growth, the National Commission on Excellence in Education, the Paideia Group, and the Twentieth Century Fund. The first paper, "Change and Continuity in Educational Policy" (Vogt), presents an overview of the history of educational reform, with special attention to Federal and State issues, and assesses the strengths of various reform agents, including parents and local citizens; teachers and their organizations; school boards and local educational administrators; the Federal government; and State governments. The second paper, "The National Reports: Research and Recommendations" (Kemmerer), discusses the role of the State in education and considers the constraints and opportunities endemic to multilevel decision-making. Major task force recommendations are analyzed in the light of recent research, and necessary linkages among recommendations are noted. The third paper, "Financing Improvements in Educational Quality" (Wagner), assesses the costs of implementing a number of key recommendations in New York State and the nation as a whole. Also included in the document are the 1983 seminar agenda; a list of participants; an attachment containing cost estimates for an educational improvement plan in New York; an appendix containing statistics pertaining to teacher salaries, cost of education, pupil enrollment, and achievement, etc.; and a bibliography. (KH)

Administration of MESA (Mathematics, Engineering, Science Achievement). A Report to the Legislature in Response to Supplemental Language in the 1984-85 Budget Act. Commission Report 85-4.

California State Postsecondary Education Commission, Sacramento.
PUB DATE- 85
NOTE- 20p.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth St., Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Organization; Engineering Education; Financial Policy; Higher Education; Industry; *Mathematics Education; Minority Groups; *Money Management; Policy Formation; *Program Administration; Program Effectiveness; Program Evaluation; *Science Education; Secondary Education
IDENTIFIERS- *California

Mathematics, Engineering, and Science Achievement (MESA) is a public service program administered by the Lawrence Hall of Science at the University of California, Berkeley. The purpose of the program is to increase the number of minority students who have sound academic preparation, giving them the background to successfully complete a post-secondary education in science- and mathematics-related disciplines. This report discusses the formation and growth of MESA and the purposes and methodology of a study which examined four policy questions and concerns, such as who should have the responsibility for the fiscal management of MESA. The report examines MESA's administrative structure and financial management and offers observations and recommendations regarding its administration. Factors found to contribute to the program's success include its base in academic institutions, active participation of industry in its policy development and program implementation, and cooperation among educators at all levels and industry leaders in achieving its goals. In addition, it was found that the California legislature has provided MESA with the necessary policy and directives. One recommendation offered is that the fiscal management and operation responsibility for MESA remain with the University of California, Berkeley. (JN)

ED 258 858 SO 016 515

Wolken, Lawrence C.
Japan: The Modernization of an Ancient Culture. Series on Public Issues No. 3.
REPORT NO.- ISBN-0-86559-012-3
PUB DATE- 83
NOTE- 43p.; For related documents, see SO 016 513-527.
AVAILABLE FROM- Public Issues, Center for Free Enterprise, Texas A&M University, College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ancient History; *Asian History; Business; *Cultural Differences; Cultural Influences; Economics; Economics Education; Foreign Countries; Higher Education; *Industrialization; International Cooperation; International Relations; *International Trade; *Modernization; Secondary Education
IDENTIFIERS- *Free Enterprise System; *Japan

This booklet, one of a series of booklets intended to apply economic principles to major social and political issues of the day, traces the modernization of the ancient culture of Japan. Four major areas are covered: (1) "An Ancient Culture" covers the period from the first settling of Japan through the Heian period, the medieval ages, the Meiji restoration, and the development of Japan as a world power. (2) "Postwar Japan" covers the rebuilding of Japan, economic recovery, and social and political change. (3) "Contemporary Japan" deals with Japanese industry, lifetime employment, labor unions and management, production innovations, domestic problems, environmental and social issues, farm subsidies, and budget deficits. (4) "United States-Japan Relations" covers Japanese concerns, trade frictions from the Japanese perspective, government subsidies, Japanese protectionist measures, agriculture, and national defense. A concluding section stresses the need to remove all trade barriers in an atmosphere of mutual understanding. (IS)

ED 258 887 SO 016 628

Peters, Richard

The SAGE Cross-Culture Matrix Approach to the Study of Global Environments and Human Inhabitants.

Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.

PUB DATE- Feb 85

NOTE- 33p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Cross Cultural Studies; Curriculum Design; Elementary Secondary Education; *Environmental Education; *Global Approach; Learning Strategies; Social Studies; Student Projects; Teaching Methods; Units of Study

The Humans and Environment Learning Program (HELP) and the Student Awareness of Global Environments (SAGE) approach are designed to directly and vicariously expose students to natural and social environments and develop their awareness of the character and nature of the different environments in which each individual functions throughout a lifetime. The program is divided into three grade levels, K-4, 5-8, and 9-12. Concepts, knowledge, and skills acquired in the earlier grades provide the base for later work which combines material from foreign languages, science, and social studies. Each instructional unit is designed to be used with a matrix which organizes information on behaviors; communication; customs; dress, food, and shelter; geography and topography; institutions; social roles and statuses; technology and tools; and values. The matrix is used to identify issues, gather data, arrange data, analyze data, develop a testable hypothesis, develop a hypothesis test design, test the hypothesis, organize data from the testing, and arrive at a conclusion. Also included in the units are student self-pacing devices designed for independent study. This matrix and the student self-pacing devices can be used either for studying a single culture or for comparative study. Modules designed for remedial work are available, as well as materials for student assessment. Sample matrix activities with data cards are also included. (IS)

Hepburn, Mary A., Ed.
New Information Technology in Social Science Education: Viewpoints from Europe and the United States. Annual Conference of the Social Science Education Consortium (20th, Athens, Georgia, June 8-11, 1983).
Social Science Education Consortium, Inc., Boulder, Colo.
REPORT NO.- ISBN-0-89994-301-2
PUB DATE- 85
NOTE- 230p.; For the unedited versions of these and other papers presented at this conference, see ED 231 733-750.
AVAILABLE FROM- Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Cable Television; Cognitive Style; Communications Satellites; *Comparative Education; *Computer Assisted Instruction; Computer Literacy; Computer Simulation; Educational Change; Educational Needs; Educational Practices; *Educational Technology; Elementary Secondary Education; Foreign Countries; *Information Science; *Microcomputers; *Social Studies; Student Attitudes; Teacher Education; Videodisc Recordings
IDENTIFIERS- *Europe; Great Britain; Political Education; West Germany

Fourteen conference papers dealing with the effects of electronic information technology on social studies education are provided. Microcomputers received most of the attention, followed by satellite telecommunications, as the conference participants examined implications for student learning styles, student knowledge and attitudes, teacher education, and the content of history and social science courses. The following papers are included: "New Technology: Servant or Master of Social Science Education?" (Roger Homan); "The New Information Technology: Critical Questions for Social Science Educators" (Mary Hepburn); "Alternative Teaching Aids or Why We Can Do without the New Technology in Social Studies and Political Education" (Willem Langeveld); "The New Technology and Social-Political Education in West Germany" (Robert Irvine Smith); "Effects of Electronic Technologies on Opinion Formation and Attitudes of Young People" (Karlheinz Rebel); "The New Technologies and Education in Europe: The Frascati Conference" (Michael Vorbeck); "Computer Applications in Hessen Schools" (Burghard Vilmar); "Analytical Criteria for Microcomputer-Based Simulation/Games" (Roger Berg); "Computer Assisted Learning in Economics, History, and Geography Curricula in England, Wales, and Northern Ireland" (Ashley Kent); "Experiences with Videotex and Expected Effects of Cable TV on Education in West Germany" (Ludwig J. Issing); "Microcomputers in the Social Studies" (James E. Davis and John D. Haas); "Computer Literacy and Social Studies Teacher Education: Needed Changes" (John D. Napier); and "Satellite Telecommunications in Education: An Overview of Related Organizations and Activities" (Paul Schneller). (RM)

ED 258 915 SO 016 679

On the Uses of the Humanities: Vision and Application. A Report by the Hastings Center.

Hastings Center, Hastings-on-Hudson, NY.

REPORT NO.- ISBN-0-916558-20-7
PUB DATE- 84
NOTE- 84p.; For related documents, see SO 016 677-678.
AVAILABLE FROM- The Hastings Center, 260 Broadway, Hastings-on-Hudson, NY 10706 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Biomedicine; Debate; Educational History; Futures (of Society); *Humanities; *Humanities Instruction; Intellectual History; *Interdisciplinary Approach; Philosophy; Public Policy; Social Sciences
IDENTIFIERS- *Applied Humanities

Designed to provide a general assessment of the rapidly growing applied humanities movement in the United States, this report sets forth issues found to be central to an assessment of current work in the applied humanities, presents a general survey of the nature of applied work in a variety of disciplines, and offers conclusions and observations about how high-quality work in applied humanities can be nurtured and supported in the future. The first of seven sections presents an introduction to issues surrounding the applied humanities movement. The second section examines basic features of current debates related to the humanities by examining three historical developments--Greek thought in the fifth and fourth centuries B.C.; individualism and the reaction against tradition emerging after the Reformation in the West in the 17th and 18th centuries; and professionalization and institutionalization, which began toward the end of the 19th century, reaching maturity during the 20th century. Section 3, "Current Work in Applied Humanities," discusses philosophy, applied and public history, and literature. Section 4 presents models of application while section 5 deals with fields of application--specifically the humanities and the biomedical sciences, humanities and the social sciences, and public policy and the policy sciences. Academic preparation and disciplinary standards are the focus of the next section. The final section summarizes the hopes, problems, and needs of the humanities as a serious discipline of study. (LH)

ED 258 990 TM 850 358

Thomas, Julia Anne
Evaluation of the Construction of the Subscales for the Piers-Harris and Tennessee Inventories.
PUB DATE- Mar 85
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Evaluation Methods; Factor Structure; Intermediate Grades; Orthogonal Rotation; Psychometrics; *Scaling; *Self Concept Measures; Statistical Analysis; *Test Construction; Test Items; *Test Theory
IDENTIFIERS- *Circular Scaling Technique; Piers Harris Childrens Self Concept Scale; Tennessee Self Concept Scale

A sample of 234 fifth- and 259 sixth-grade students scaled the items of the Piers-Harris, Tennessee, Coopersmith, and Lipsett self-concept measures. The scaling of the Piers-Harris and the Tennessee inventories was examined in reference to their subscales. The present technique placed items on a bivariate plane of two orthogonal dimensions (Love/Hate and Dominance/Submission). The technique evidenced little discriminant ability among the subscales of either measure. The results suggest that subscales do not reflect separate components of self-concept. The use of these measures may provide an assessment of the self-concept; but the subscales connot be interpreted as empirical support for the currently accepted idea that self-concept factors have been accurately identified through the analysis of these measures. Attempts were made to suggest an alternative method for the analysis of the individual items and demonstrate a technique useful during the construction of self-concept measures. (Author/DWH)

ED 258 771 RC 015 341

Brown, Dennis E.
Higher Education Students from Rural Communities: A Report on Dropping Out.
PUB DATE- Apr 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Academic Aspiration; Academic Persistence; *Dropout Prevention; *Dropout Research; Dropouts; *Higher Education; *Literature Reviews; *Rural Schools; Rural Urban Differences; Secondary Education; Services; Socioeconomic Influences

In order that college and university educators and administrators could design a strategy for dealing with rural student dropouts, this study reviewed existing research on rural students who drop out of higher education. Although some research challenges the relationship between persistence in college and rural/urban background, corroborated findings indicated that students from small high schools were more likely to drop out than students from large schools. Some social factors affecting the rural dropout rate are low economic status, low family expectations, and geographic isolation. Little research has been done on rural women students but that which has suggests that rural females may have greater needs than rural male students. Research on rural students' academic ability in higher education presents conflicting views. Non-academic factors, such as the transition from a rural community to a college community, may impact the rural student dropout rate. Although there is abundant research regarding dropout intervention techniques, little is available regarding rural student attrition. Providing specialized campus services for rural and small town students might be one answer. Results of this study strongly suggest the need for research validating causes of the high dropout rate of rural students and the need for research on intervention techniques. (PM)

ED 258 784 RC 015 366

Jess, James D.

Local Leadership and Quality Rural Education.

Department of Education, Washington, DC.
PUB DATE- Aug 85
NOTE- 37p.; Paper presented at the National Rural Education Forum (Kansas City, MO, August 12-14, 1985). For related documents, see RC 015 364-372.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Characteristics; Community Involvement; Educational Planning; *Educational Quality; *Educational Strategies; Elementary Secondary Education; *Federal Programs; Higher Education; *Leadership Qualities; Public Policy; Research Needs; Rural Areas; *Rural Education; School Community Relationship; State Programs; *Trend Analysis; Urban to Rural Migration
IDENTIFIERS- Rural Education Rural Family Ed Policy for the 80s; *Secretary of Education Recognition Program

Theories by Sergiovanni and Vaill suggest that what a leader stands for and communicates to others is qualitatively more important than how that leader behaves, given any particular set of circumstances. Quality is the primary criteria for determining successful educational practices today as measured by the Secondary School Recognition Program's 14 success attributes and 7 success indicators. At the federal level, anti-rural bias is being corrected through the "Rural Education and Rural Family Education Policy for the 80s." The urban to rural population shift, increased pooling of rural resources, and the renewed attention that small schools are receiving from educational associations and citizens groups are trends that may influence local leadership and provide quality rural education. An agenda for facilitating local leadership and quality education in rural America is in place--the Rural Education Committee is working toward 10 initiatives outlined in the Department of Education's policy for the 80s. Those states critical of rural schools must realize that if they close their rural schools, they close their rural communities. With vision and leadership rural education can continue to successfully contribute to the values which have helped keep our nation strong. An appendix lists themes from the Rural Education Association's national rural education research agenda. (PM)

ED 258 814 SE 045 810

Floyd, Alice Ann; And Others

Conservation of Energy: Home and School. Grades 7-9.

Tennessee State Univ., Nashville. Div. of Continuing Education.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 30 Jul 81
NOTE- 132p.; Several pages may not reproduce well due to poor print quality. Requirements for Energy Workshop, Tennessee State University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation Education; *Energy; *Energy Education; *Fuel Consumption; Fuels; Junior High Schools; *Science Activities; Science Curriculum; Science Education; Science Instruction; *Secondary School Science; Transportation; Units of Study; Utilities

Four energy conservation concept areas are developed in this unit: (1) energy resources are many and varied and have evolved over a long period of history; (2) as much as 30 to 50 percent of the energy in the United States is wasted; (3) homes, offices, and schools account for 24 percent of total energy consumption and savings can be made through such methods as increasing home insulation; (4) transportation accounts for 25 percent of total energy consumption and savings can be made through such methods as reducing automobile size. Several activities accompany each of these concept areas. Each activity includes: the related concept; materials needed; suggested procedures; and expected results. Supporting documentation, including lists of informational services and publications (with addresses) are included in appendices. Although the unit is designed for junior high school students, it can be easily adapted to elementary and high school levels. (ML)

ED 258 844   SE 045 843

Hamilton, Donald K.
Illinois Secondary School Course Offerings, 1982. Special Report on Science.
Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.
PUB DATE- Jun 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Biology; Chemistry; *Courses; Earth Science; *Enrollment; *Enrollment Trends; Females; General Science; High Schools; Junior High Schools; Males; Physics; School Demography; Science Curriculum; Science Education; *Secondary School Science; *Sex Differences; State Surveys
IDENTIFIERS- *Illinois

This report synthesizes the findings of the Illinois statewide curriculum census projects of 1977 and 1982. The census was designed to produce normative data relative to offerings and enrollments in Illinois public secondary schools and establish a source of information on secondary school curriculum. Statistical information include: (1) demographic characteristics of the schools; (2) population profiles of science students; (3) science curricular offerings; and (4) male versus female enrollments in the sciences. Data are also categorized by enrollment sizes and community types (rural, suburban, independent and central city). Findings reveal that diversification of course offerings exist in the surveyed schools showing a range of 45 to 59 different courses. Enrollment figures indicate that the sciences serve only a minority of the total student population (approximately 3 percent in Physics and 6 percent in Chemistry) and that male enrollments exceed female enrollments. It was noted that limited courses exist which are oriented to contemporary societal issues and problems. Implications are given to aid in decision-making for teacher preparation, inservice needs, specific curricular needs, and basic research. (ML)

ED 258 873   SO 016 563

Issues and Images: New Yorkers during the Thirties. A Teaching Packet of Historical Documents.

New York State Education Dept., Albany. Cultural Education Center.

PUB DATE- 85

NOTE- 79p.; Facsimile documents may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Historical Materials (060) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Basic Skills; Concept Teaching; Economic Climate; Economic Factors; English Instruction; Family Life; *History Instruction; Humanities Instruction; Learning Activities; *Primary Sources; Resource Materials; Rural Areas; Secondary Education; Skill Development; Social Change; Socioeconomic Background; Socioeconomic Influences; State Government; *State History; Urban Areas

IDENTIFIERS- *Depression (Economic 1929); *New York

Derived from an exhibit produced cooperatively by the New York State Archives and the New York State Museum for the Franklin D. Roosevelt Centennial, and designed to provide secondary students with first-hand exposure to New York during the Great Depression, this packet contains a teacher's guide and 22 facsimile documents, including historic photographs, diary entries, advertisements, letters and newspaper clippings, telegrams, court testimonies, and transcriptions from oral history interviews. Through study of these documents, students see the Depression from the vantage point of those who lived through it. The guide provides a framework for using the documents in junior and senior high school history, English, and humanities classes. It begins with an essay on conditions in New York during the 1930's. The essay is followed by a bibliography of general readings on the period and more detailed readings on the specific topic areas included in the packet. Guidelines for using the documents in the classroom are then provided. The guidelines are organized in three sections corresponding to the documents' three major subject themes: (1) the impact of economic conditions in rural and urban areas; (2) the effect of changing social conditions on rural and urban family life; and (3) the response of the state government to the economic upheaval. Each of the three sections identifies historical themes illustrated by the documents, notes educational concepts and skills, and suggests questions about the documents and learning activities for using them. (RM)

ED 258 975 TM 850 224

Dorans, Neil J.

Reduced Rank Classification.

Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-85-7
PUB DATE- Feb 85
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classification; Cluster Grouping; Research Methodology; Simulation; Statistical Surveys
IDENTIFIERS- *Reduced Rank Classification

Two reduced rank classification procedures, principal components classification and equal weights classification, are described and compared by a simulation study to the standard classification procedure to determine their feasibilities as alternative classification procedures. A justification for the development of these two reduced rank procedures is provided. The two reduced rank rules are then derived. The simulation design is described in detail. The simulation results demonstrate that the reduced rank procedures are preferable to the standard procedure under certain conditions, as when they appropriately incorporate prior information about population structure into their classification rules. Suggestions for future research are presented. (Author/DWH)

ED 259 036 UD 024 113

Vanecko, James J.; And Others
Research on Demonstration Title I Compensatory Education Projects. Analysis Plan, Volume I and Appendices, Volume II.
Abt Associates, Inc., Cambridge, Mass.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Apr 76
NOTE- 348p.; Some pages may be marginally legible due to light or broken type.
CONTRACT- 400-75-0074
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Community Attitudes; *Compensatory Education; Cost Effectiveness; Educational Research; Elementary Secondary Education; Models; Organizational Effectiveness; Participant Characteristics; Program Effectiveness; Program Implementation; *Research Design; *Research Methodology; Resource Allocation; Sampling
IDENTIFIERS- *Elementary Secondary Education Act Title I; *Service Delivery Assessment

This report presents the analytic plan for a study of demonstration Title I projects. The study is to be one of distributional equity: what kinds of instructional services are received by what kinds of students. It is mandated by the United States Congress and will provide the basic analysis for possible modifications in the Elementary and Secondary Education Act. The report is organized into three parts. Part I contains an overview of the background and objectives of the research, including: the Congressional mandate; the overall National Institute of Education compensatory education study plan; the background to the 16 demonstration districts; and the objectives of the demonstration study. This section also introduces the general study design, including: primary research questions; the analytic model; the sampling plan; and levels of generalization for the demonstration study. The analytic model serves as the basic outline for Part II, where each variable group (except two, which are combined) is discussed as a separate analytic topic. Each group is addressed in terms of: research objectives; data source and variables; and analytic procedures. Links between variable groups are also discussed, and in the final chapter of this section the approach to cost analysis is presented. Part III summarizes the purpose and scope of future study reports. Particular emphasis is placed on the outline and staging of the projected first annual report. Six appendices present technical material, including: (1) a statement of the evolution of the design; (2) summaries of the 14 formal instruments used in the study; (3) possible problems in design implementation, with implications; (4) data collection procedures, quality control, and confidentiality; (5) data base organization; and (6) reliability assessment of the Classroom Activities Log. (Author/RDN)

ED 258 758 RC 015 327

The Indian Reading Series: Stories and Legends of the Northwest. Level I. Books 1-20.

Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Multicultural/Bilingual Div.
PUB DATE- 77
NOTE- 554p.; For related documents, see RC 015 326-329.
CONTRACT- 400-76-0048
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00099-7, $26.00).
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Culture; *American Indian Literature; American Indians; Childhood Interests; *Childrens Literature; Cultural Background; Illustrations; *Legends; Picture Books; Primary Education; *Supplementary Reading Materials; Tribes
IDENTIFIERS- *Pacific Northwest Indian Reading And Language Prog; *Pacific Northwest Tribes

Designed as supplementary reading materials appropriate for Indian and non-Indian children in the primary grades, this series of 20 booklets presents legends and stories of Northwest tribes. Stories in this first level of a six-level series were developed by the Blackfeet, Northern Cheyenne, Skokomish, Shoshone-Bannock, Crow, and Muckleshoot tribes and the Confederated Tribes of the Warm Springs Reservation of Oregon. The booklets range from 8 to 39 pages in length and follow a picture book format with large type and many illustrations. The illustrations by numerous artists are stylistically diverse and include cartoons, pictographs, and traditional Indian designs as well as realistic drawings. Stories are intended to provide a greater understanding of Indian culture and to appeal to the interests and values of many Indian children--horses, wildlife, natural phenomena, fishing, hunting, celebrations. Three stories about school have pictures only with space for children to write accompanying text. Legend titles in the series include "Coyote and the Stars," "Insects Off to War," "Why Bluejay Hops," and "How Daylight Came to Be." Other stories are about a wild horse roundup, a Northern Cheyenne Indian girl and her horse, the life of a rodeo horse, and a Blackfeet Indian boy's first dance. (JHZ)

ED 258 829 SE 045 825

Kloosterman, Peter
Sex-Related Differences in Students' Reactions to Failure on Algebra Word Problems.
PUB DATE- 85
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Based on a doctoral dissertation completed at the University of Wisconsin-Madison, 1984.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; Failure; Females; *Helplessness; High Schools; Males; *Mathematics Achievement; Mathematics Education; *Secondary School Mathematics; *Sex Differences
IDENTIFIERS- *Mathematics Education Research; *Word Problems (Mathematics)

Learned helplessness is a variable which has commonly been considered in research on sex-related differences in mathematics achievement. In this study, learned helplessness has been defined in terms of a debilitating or facilitating response resulting from failure on mathematical word problems. The construct has been called Performance Following Failure (PFF) to distinguish it from attributional definitions of learned helplessness. Algebra students (N=124) were given an ability measure, a mathematics achievement measure, and a PFF measure. Results showed that: (1) females (N=61) scored significantly lower than males (N=63) on the PFF measure, that is, they were more learned helpless; and (2) PFF was related to mathematics achievement for females but not for males. These findings indicated that a sex-related difference in PFF may be stronger than would have been expected from the related literature. It is suggested that PFF is a variable which needs to be considered when discussing sex-related differences in variables related to mathematics achievement. (Author/JN)

ED 258 929 SP 026 035

Kozma, Ernest J.; Walker, John H.
Using a Policy Classification Model to Analyze Major Changes Regarding Control and Administration of Policies Relative to Professional Staff.
PUB DATE- 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Educational Change; *Educational Legislation; *Educational Policy; Higher Education; *Policy Formation; Staff Development; *State Standards; *Teacher Education
IDENTIFIERS- *South Carolina

There has been a diversity of activity to change policies relating to the recruitment, admission, and preparation of new educational professionals in college and university settings. These policies, coupled with state mandated polices to upgrade the competence of current teachers and administrators, has resulted in a great amount of policy to analyze. Policy models can be helpful in analyzing the recent legislative mandates regarding training and staff development of education professionals. This paper is organized around the following topics: (1) A brief description is given of a policy model that brings together some policy systems theory, some policy process theory, and some policy product theory; (2) Major components of the South Carolina Educator Improvement act of 1979 and the Education Improvement Act of 1984 that are related to the training and development of professional staff are briefly reviewed; (3) The policy classification scheme presented in the policy model is used to analyze the structural, regulative, allocative, and redistributive effects of some of the major components of the Education Improvement Act of 1979 and the Education Improvement Act of 1984; and (4) Some major observations and conclusions are drawn about what these policy effects may really mean to those interested in the education of educators in South Carolina. (JD)

ED 258 944 SP 026 220

Elementary and Secondary Core Curriculum. Field Trial Document 1984-85.

Utah State Office of Education, Salt Lake City.

PUB DATE- 85
NOTE- 606p.
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Core Curriculum; *Course Content; *Course Descriptions; *Educational Objectives; Elementary Secondary Education; Graduation Requirements; Program Validation; Public Schools; *State Standards
IDENTIFIERS- *Utah

Reports on the current status of public education in Utah's public schools called for educational reform dealing with curriculum, instruction, student activities, preparation of teachers, inservicing administrators, and modes for improving teacher pay. A series of meetings held by educators, conferences, and visits throughout the state provided materials for the development of goals for the curriculum in the schools. Increased units of credit for secondary schools were cited, and specific core curricula in language arts, mathematics, science, social studies, arts, information technology, vocational education, and healthy life-styles in levels K-12 were developed. The intent of this field trial document is to gather further data regarding the skills, concepts, and attitudes identified as an essential "core" for all students in the context of the realities of the classroom. Continued dialogue will be maintained throughout the 1985-86 school year and the data gathered will be used to finalize the core document. (JD)

ED 258 960 SP 026 443

Wedman, Judy M.; And Others
Reconceptualizing Student Teaching Programs: A Synthesis.
PUB DATE- Feb 85
NOTE- 54p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, NV, February, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; Cooperating Teachers; Diaries; *Field Experience Programs; Higher Education; Preservice Teacher Education; Seminars; Student Teacher Supervisors; *Student Teaching; *Supervisory Methods; Teacher Student Relationship
IDENTIFIERS- University Of Northern Iowa

The student teaching program at the University of Northern Iowa places priority on developing a preservice teacher's ability to become a reflective practitioner. As a required field experience for teacher education students, the program provides time for learning, experimentation, critical analysis, and practice. The second major construct on which the program rests is the mentor relationship fostered between the student teacher, university supervisor, and cooperating teacher. The program is organized into five curricular components. (1) The teaching component is the time when the student teacher is allowed to work on a full-time basis, under supervision, with students. (2) An action research component allows the student teacher to understand classrooms and schools; the relationship between them and the external factors that act upon them. (3) Seminars, linked to students' classroom experiences, broaden knowledge of teaching by encouraging reflection on practice. (4) Journals written by student teachers allow constant dialogue to take place between the student, supervisor, and cooperating teacher. (5) Supervisory conferences precede and follow formal observations of the cooperating teacher and the university supervisor. Each component is described in detail with emphasis upon what takes place in its arena and what purposes it fulfills. (JD)

ED 259 006 TM 850 375

Perlman, Carole L.; And Others
Choosing an Achievement Battery: A Case Study.
PUB DATE- Apr 84
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 21-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Criterion Referenced Tests; Elementary Secondary Education; *Evaluation Criteria; *Grade Equivalent Scores; Measurement Objectives; Political Influences; Reading Achievement; *Reading Tests; Standardized Tests; *Test Selection
IDENTIFIERS- California Achievement Tests; Iowa Tests Of Basic Skills; Metropolitan Achievement Tests; Sequential Tests Of Educational Progress; Sra Achievement Series

This paper provides school personnel with a practical outline for selecting an appropriate standardized achievement battery by describing the test selection procedures developed by a large metropolitan school system. The system needed a new achievement test battery which would reflect recent curriculum changes and provide for grade level testing. Evaluation concerns included norms, reliability, scaling, content, format, costs, item bias, and accountability to the public. During the first phase of the selection process, 2,000 students in grades 1-8 took each of five standardized reading achievement tests. Reliability, item difficulty, percent of students scoring at the floor or ceiling of each test, and the relationship between raw scores and grade-equivalent scores for each test were examined. After the first phase, two tests remained. The second phase emphasized how well the tests measured what was being taught, especially reading comprehension. The old test and both suggested new tests were administered to 35,000 students in 100 schools. Information on students' reading progress was studied in relation to grade equivalent scores. The final selected test had moderate length and difficulty, good reliability, and low percentage of scores either below the chance level or above 80 percent. (GDC)

ED 259 021 TM 850 391

Varnhagen, Stanley; Calder, Peter W.
A General Testing Model for Microcomputer Assessment in Education.

PUB DATE- Apr 85
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Testing; Computer Software; Educational Testing; Elementary Secondary Education; Foreign Countries; Individual Testing; *Microcomputers; Objective Tests; Teacher Role; *Test Construction; *Test Format; Testing Problems; *Testing Programs; Test Items; Test Use; Verbal Tests
IDENTIFIERS- Canada; Microcomputer Diagnostic Testing Project (Canada)

The Microcomputer Diagnostic Testing Project (MDTP) was designed to broaden the use of microcomputers in student testing, for elementary and secondary school use, and for a variety of test item formats. MDTP was designed to administer tests, to allow teachers to create or revise tests, to print out test forms when desired, to score tests, to perform item analysis, and to be user-friendly. The first year of the three-year project resulted in the development of multiple choice, true-false, and A or B test items. System programs were written in BASIC for Apple microcomputers. Field testing classrooms were selected from several school districts in North-Central Alberta, Canada. Feedback was obtained and modifications were made as the project continued. There were problems associated with the way computers were distribued in schools, and the way in which various types of test formats were administered. It was found that this testing program was more readily used at the elementary level. It was also discovered that a simple way to incorporate mathematical characters was needed. Teachers' attitudes, based on preliminary surveys, were positive, but not overwhelmingly positive. (GDC)

ED 258 799 SE 045 795

Rutschky, Charles W.
Entomology: A Catalog of Instructional Materials.
Entomological Society of America, College Park, MD.
REPORT NO.- ISBN-0-938522-19-1
PUB DATE- 83
NOTE- 480p.
AVAILABLE FROM- Entomological Society of America, 4603 Calvert Rd., College Park, MD 20740 (ESA member price: $16.00; nonmember price: $19.20).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Audiovisual Aids; *College Science; *Entomology; Higher Education; Human Resources; *Instructional Materials; Museums; *Resource Materials; Science Education; Science Materials; Secondary Education; *Secondary School Science; Slides

This reference book provides information on all types of materials for teaching and studying entomology. The first section contains: a list of books organized by subject and arranged alphabetically by author; lists of booklets, offprints, and pamphlets on various entomological topics; sources of equipment, live insects, and titles of laboratory manuals/guides; list of entomological journals arranged alphabetically by title; and publisher and author indices. The second section provides lists of resource personnel (arranged alphabetically by state or U.S. possession, with a separate section for Canada, Mexico, and other countries) including: extension specialists in entomology; extension pesticide coordinators/program leaders: pesticide chemicals, education, safety, and training; statewide integrated pest management coordinators; entomology department administrators; and museums and collections. Name and current address/telephone number of key contacts are given. The third section provides subject, media, and source lists of audiovisual aids (films, videotapes, slide sets, pocket guides, charts, and games) available as of January 31, 1983. The subject list contains titles arranged alphabetically by media type under 36 subject headings. The media list contains titles found in the subject list arranged alphabetically by media; title, media type, description, and source are provided for each entry. (JN)

ED 258 859 SO 016 516

Saving, Thomas R.
The Overpopulation Myth. Series on Public Issues No. 4.
REPORT NO.- ISBN-0-86599-013-1
PUB DATE- 83
NOTE- 18p.; For related documents, see SO 016 513-527.
AVAILABLE FROM- Public Issues, Center for Free Enterprise, Texas A&M University, College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Birth Rate; *Controversial Issues (Course Content); *Developing Nations; *Economic Factors; Economics; Economics Education; Family Planning; Family Size; Foreign Countries; Futures (of Society); Geography Instruction; Income; Instructional Materials; Interdisciplinary Approach; *Overpopulation; Planning; *Population Growth; Population Trends; Secondary Education; World Problems
IDENTIFIERS- *Economic Impact; Interdependence; Population Control

In this booklet, one of a series intended to apply economic principles to major social and political issues of the day, it is argued that although doomsayers claim that world population growth is threatening the ability of the world to feed itself and that drastic measures should be taken to curb population growth, the world population situation is not that bad. By using simple economics to analyze what determines the level and rate of growth of the population, one can show that the rate of population growth is the result of, among other things, economic factors. Given that, it is likely that the economics of population will in time dictate a slower rate of population growth. A look at the world's nations reveals that there is no relation between the income per capita of a country and that country's population per square kilometer. However, the rate of growth of the population of a country and that country's per capita income are related, in that high income countries have low rates of population growth and that low income countries have high rates of population growth. It is concluded that the major determinant in such growth concerns the cost and benefits of having children, and that as countries become more industrialized, the returns from large families, and hence the desire to have them, will decrease. (LH)

ED 258 916 SO 016 680

England, Kim

Conflict over Education in a Spatial Context: A Critical Review.

PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Association of American Geographers (Detroit, MI, April 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Busing; *Conflict; Educational Change; Educational Finance; *Educational Policy; Equal Education; Literature Reviews; *Neighborhoods; *Public Education; Resource Allocation; School Desegregation; *Social Change

Public education has been and continues to be subject to a variety of conflicts, among them busing for racial balance and the search for an equitable process of financing education. This paper reviews some of the literature and documentation of educational conflicts. Two broad but not mutually exclusive categories of conflict are defined: (1) conflicts based on class struggle and (2) distributional conflicts. Prior to World War II the first type of struggle predominated; since then the second has been more important. Conflicts over the spatial reorganization of school districts, the construction of new schools, and tax increases are examples of distributional conflicts. A possible explanation for this historical change may be found in the changing relationship between people and their neighborhoods. Neighborhoods are increasingly seen as simply places to live rather than as the center of social relationships. They are shaped not by those relationships but by exclusionary zoning and financial institutions. Understanding these changes is crucial for understanding educational conflict. (IS)

ED 258 991 TM 850 359

Vernazza, Martha Elin
The Evaluation Principles of Ralph W. Tyler: Rationale for the Field of Program Evaluation.
PUB DATE- Mar 85
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Educational Research; *Evaluation Criteria; *Evaluation Methods; Evaluators; Literature Reviews; *Program Evaluation; Program Improvement; Research Methodology
IDENTIFIERS- Evaluation Research; *Tyler (Ralph W)

There is a need for a set of organizing principles that will provide a clear rationale for the field of program evaluation. It is contended that the concept of evaluation promoted by Ralph W. Tyler, pioneer in the field, suggests such a set of principles. Data were derived from a two-year prescriptive case study of Tyler's contributions through six decades. Methodologies included historical inquiry, interviewing, participant observation, and methodological and data triangulation. Comparative analysis was employed throughout data analysis and reporting processes. The six principles underlying Tyler's approach were: recurrence, purpose, helpfulness, credibility, positive focus, and reality. All six principles serve the primary purpose which the literature prescribes for evaluation: to help improve programs. Appendices include: the design of the study, a comparative analysis of procedures, and a linkage of assumption seven with each of the six Tyler principles. (Author/DWH)

Project Assist: Counseling, Communication and Instruction. Placement Procedures Handbook. A Systematic Method Developed for Programming Recent Immigrants in a Linguistically Comprehensible Academic Program. Title VII Demonstration Project 1981-1984.

Ocean View School District, Oxnard, CA.

PUB DATE- Aug 84
NOTE- 19p.; For the Program Manual, see UD 024 318.
AVAILABLE FROM- Ocean View Junior High School, Oxnard, CA 93030.
Manual $2.50; videotape $20.00.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Bilingual Education Programs; Immigrants; Junior High Schools; *Language Proficiency; Limited English Speaking; School Counseling; *Student Evaluation; *Student Placement
IDENTIFIERS- *Ocean View School District CA

This handbook outlines procedures for placing recent immigrants into linguistically comprehensible school programs at Ocean View Junior High School (Oxnard, California). First, a chart is presented which breaks down the placement process into three stages (identification, assessment, and placement) and identifies the site or person responsible at each stage. Next, the activities at each stage are outlined in greater detail, and a chart is provided which contrasts the different tracks taken by English-speaking and non-English-speaking students after taking a Home Language Questionnaire. Courses of study are then outlined for students at various levels of English proficiency. Criteria are listed for the transition of a Limited English Proficient (LEP) student to English Reading and for reclassification of the LEP as Fluent English Proficient. Finally, the placement interview form and the home language survey (English and Spanish versions) are provided. (KH)

ED 259 064 UD 024 338

Trobian, Helen R.
Guided Design as a Women's Studies Method.
PUB DATE- 84
NOTE- 19p.; Paper presented at the Conference of the National Women's Studies Association (Bloomington, IN, 1981).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Thinking; Ethnic Studies; Feminism; Higher Education; *Interdisciplinary Approach; *Nonauthoritarian Classes; *Problem Solving; *Student Participation; *Teaching Methods; *Womens Studies
IDENTIFIERS- *Guided Design Approach (Teaching)

Guided Design has great potential as a teaching/learning method for Women's Studies courses. The Guided Design process is organized around the learner's efforts to come up with solutions to a series of carefully designed, open-ended problems. The problems are selected by the teacher according to the skills and subject matter to be learned. The teacher also prepares written instruction-feedback material intended to guide the students, working in small groups, through a sequence of decision-making steps to a model solution. As a technique for teaching Women's Studies, Guided Design builds self-esteem, requires specific participation in a creative learning environment with a flexible structure, encourages critical thinking based on interdisciplinary research conducive to solving open-ended problems, provides nonauthoritarian instruction, and develops skills in the areas of communication and leadership. It integrates the teaching of subject matter with the development of decision-making skills applied to real life situations. (This paper includes the table of contents from a handbook developed for a Guided Design course on Sex Equality and Religion, and lists both the decision-making steps to be followed and the course objectives.) (CMG)

ED 258 772 RC 015 342

Morris, Judson H., Jr.
Child Abuse Teacher Inservice Training.
PUB DATE- 82
NOTE- 29p.; Paper presented at the Annual National Institute on Social Work in Rural Areas Meeting (7th, Dubuque, IA, 1982). Fo related document, see RC 015 343.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (14) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; *Child Neglect; Credits; Definitions; Elementary Secondary Education; *Identification; Individual Characteristics; *Inservice Teacher Education; *Rural Schools; *Sexual Abuse; Teacher Certification; Tests
IDENTIFIERS- *Child Protective Services; South Carolina

For child protective services (CPS) to be effective in rural areas there must be trust and credibility between the few social workers and the small rural school systems, and since many CPS referrals come from schools, teacher training is one useful method in assisting the child protective services process. In York County, South Carolina the CPS unit, which receives 365 reports a year, needed help from schools in identifying child abuse/neglect and in monitoring it. As teachers wanted to learn more about child abuse/neglect, CPS workers designed a teacher inservice training package which had school system approval and could be used for teachers to receive recertification credits. The package contained two 2-hour modules utilizing child abuse/neglect videotapes, lecture, group participation, group discussion, handouts, and a pre- and post-test. Teachers needed to score 70% on the post-test for recertification credits. Subsequent to the training, referrals were being made before serious abuse occurred as teachers were recognizing indicators more readily. This program achieved all its goals. Following the narrative is a collection of material used for the inservice training--information regarding abuse/neglect, definitions, physical and behavioral indicators of child abuse/neglect, legal codes, a complaint form, and a child abuse/neglect test. (PM)

ED 258 815 SE 045 811

Ryan, Milton; And Others

Solar Water Heater Systems for Building Trades Class.

Tennessee State Univ., Nashville. Div. of Continuing Education.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- Nov 82
NOTE- 45p.; Several pages contain marginally legible print. Requirements for Energy Workshop, Tennessee State University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alternative Energy Sources; Energy; *Energy Education; *Heating; Science Activities; Science Curriculum; Science Education; Science Instruction; Secondary Education; Secondary School Science; *Solar Energy; *Vocational Education
IDENTIFIERS- *Solar Heaters

This teaching unit serves as a guide for the installation of active solar water heating systems. It contains a project designed for use with secondary level students of a building trades class. Students typically would meet 2 to 3 hours per day and would be able to complete the activity within a 1-week time period. Objectives of this unit include: (1) analysis of direct solar energy; (2) assessment of the benefits and disadvantages of solar energy use; (3) on-site examinations of solar water heater systems; and (4) hands-on installation of solar heating systems. Experiments which develop basic principles of solar energy are outlined for student investigation. Suggested strategies, materials, procedures and background information are provided for each exercise. The unit also contains several illustrations that indicate the materials and procedures that are needed for installation of a solar heating system. Additional resource materials are listed and a bibliography is included. (ML)

ED 258 888 SO 016 629

Fox, Dennis R.

Achieving Ideological Change within Psychology.

PUB DATE- May 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, IL, May 2-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activism; *Change Strategies; Higher Education; Lobbying; Philosophy; Political Attitudes; *Psychology; Research Methodology; *Social Change; *Social Psychology; Tenure; *Theories; Universities
IDENTIFIERS- *Ideology

Psychologists who are interested in the nature of ideology and the achievement of social change generally focus their primary theoretical and empirical attention on those people outside academia who are trying to change or to prevent change in one political sphere or another. There may be some value in looking at psychology and psychologists as well to better understand the impact of ideology in psychological research. A number of psychologists in recent years have convincingly pointed out a variety of ideological assumptions, commonly accepted in academic psychology, that are related to the positivist philosophical justifications for experimental, quantitative research; the focus on the individual rather than the structural level of change; and the liberal, rather than conservative or radical political orientation of psychological theory. The purpose of this paper is to consider some of the consequences for psychologists of the widespread acceptance of these assumptions, particularly as they interact with career pressures and, also, to consider the prospects for social and ideological change within psychology. (Author/IS)

ED 258 976 TM 850 225

DeVore, Richard; McPeek, Miles
Report of a Study of the Content of Three GRE Advanced Tests.
Eastern Montana Coll., Billings. Inst. for Habilitative Services.

SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
REPORT NO.- ETS-RR-85-6; GREB-78-4R
PUB DATE- Mar 85
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Achievement Tests; Aptitude Tests; College English; *College Entrance Examinations; College Faculty; College Science; Curriculum; Higher Education; Inferences; Predictive Measurement; Teacher Attitudes; Test Items; Test Reviews; *Test Validity
IDENTIFIERS- Graduate Record Examinations; *Test Content

The findings from content studies of three Graduate Record Examination (GRE) Advanced Tests: Biology, Literature in English, and Political Science were reported. The studies were designed to indicate the degree to which content specified for and included in test forms for these fields is representative of the content actually taught in the undergraduate curricula in the fields. The studies provided useful information concerning the content representativeness of the tests. The technique for assessing content representativeness was informed judgments. Groups of college faculty knowledgeable in curricula practices at the undergraduate level were asked to make judgments about the relationship between curriculum and test content by examining test items and content specifications for the tests. An assessment of the relevance of test content to understand graduate curricula was obtained by inference. The content of each of the tests was found generally representative of the content of the respective undergraduate curricula. However, some differences of opinion were found among the respondents in the Biology and Political Science studies as to the degree of emphasis that should be given to certain subareas of the content. (Author/DWH)

ED 258 759 RC 015 328

The Indian Reading Series: Stories and Legends of the Northwest. Level II. Books 1-20.

Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Multicultural/Bilingual Div.
PUB DATE- 78
NOTE- 575p.; For related documents, see RC 015 326-329.
CONTRACT- 400-76-0048
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00100-4, $26.00).
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Culture; *American Indian Literature; American Indians; Childhood Interests; Childrens Literature; Cultural Background; Illustrations; *Legends; *Picture Books; Primary Education; *Supplementary Reading Materials; Tribes
IDENTIFIERS- *Pacific Northwest Indian Reading and Language Prog; *Pacific Northwest Tribes

Designed as supplementary reading materials for Indian and non-Indian children in the primary grades, this series of 10 booklets presents 13 legends and 7 stories of Northwest tribes. Stories in this second level of the six-level series were developed cooperatively by people of the Crow, Muckleshoot, Skokomish, Blackfeet, Northern Cheyenne, Salish, Assiniboine, Shoshone-Bannock and Sioux tribes; Yakima Nation; and the Confederated Tribes of the Warm Springs Reservation of Oregon. Booklets range from 7 to 43 pages in length and follow a picture book format with large type and many illustrations. The illustration styles are diverse, including cartoons, pictographs, and traditional Indian designs as well as realistic drawings. The legends include stories about Coyote, the Thunderbird of the Skokomish Tribe, and the tricksters Inkdomi of Assiniboine culture and Napi of Blackfeet culture. Titles of other legends include "Why the Codfish has a Red Face," "Why Animals and Man Can No Longer Talk to One Another," "The Great Flood," "The Rainbow," and "How Birds Learned to Fly." Topics of the non- legend stories include the Crow Fair, gathering wild peppermint as done by the Blackfeet Indians of Montana, picture writing, the design of the teepee, life by a river, and Indian values. (JHZ)

ED 258 785 RC 015 367

Horn, Jerry G.
Recruitment and Preparation of Quality Teachers for Rural Schools.
Department of Education, Washington, DC.
PUB DATE- Aug 85
NOTE- 48p.; Paper presented at the National Rural Education Forum (Kansas City, MO, August 12-14, 1985). For related documents, see RC 015 364-372.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Characteristics; Elementary Secondary Education; Higher Education; Job Satisfaction; Rural Areas; *Rural Education; *Rural Schools; Rural Urban Differences; *Teacher Education; Teacher Education Curriculum; Teacher Education Programs; *Teacher Morale; Teacher Qualifications; *Teacher Recruitment; Teacher Salaries; Teacher Student Ratio; *Teacher Supply and Demand

Perceived negative aspects of teaching in rural areas, including personal and professional isolation, multiple subject preparation, etc., provide barriers to effective recruitment and retention of quality teachers. The predicted shortage of teachers will likely have a significant impact on an already competitive market for high quality, rural school teachers. Recommended actions to overcome these perceived problems include more aggressive recruitment of new graduates from colleges and experienced teachers from larger schools, better selling of the advantages of teaching in rural schools--such as class size, individualized instruction, etc.--and utilization of more skilled and experienced recruiters. Politics and factors related to certification and accreditation regulations auger against developing unique approaches to teacher education. With increased emphasis on specialization, the preparation of teachers for rural schools is made even more difficult. Using the strengths of rural schools and proven effective teaching techniques in conjunction with field experiences, quality rural teacher education programs are possible. Reconceptualization of school curricula could provide the leverage for teacher educators to develop alternative preparation programs. Concluding the paper are eight recommendations directed at program and policy decision-makers in state and federal governments, local schools, and college/universities. (Author/PM)

ED 258 830 SE 045 826

Johnson, William L.

The Mathematics Laboratory and Computer-Assisted Instruction.

PUB DATE- 85
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Calculators; *Computer Assisted Instruction; Educational Research; *Elementary School Mathematics; Elementary Secondary Education; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Secondary School Mathematics; Teaching Methods
IDENTIFIERS- *Mathematics Education Research; *Mathematics Laboratories

Conceptually, the laboratory approach is based on Maria Montessori's and Jean Piaget's theories that students learn through becoming involved and experiencing mathematics. Teaching them means creating situations where structures can be discovered and where students can verify and relate ideas to objects. Following a discussion of definitions and theories pertaining to the mathematics laboratory, this document examines several additional topics pertaining to a laboratory setting: (1) arrangements and procedures; (2) materials; (3) curriculum sources; and (4) illustrative laboratory problems, games, and exercises. Finally, the document examines computer-assisted instruction (CAI) and several studies assessing laboratory effectiveness. Overall, 44 percent of these studies show that the laboratory approach is superior to expository methods, with the superiority distributed across all grade levels. It is concluded that the laboratory and CAI programs are valuable tools when used appropriately in the educational environment. (Author/JN)

ED 258 845 SE 045 844

Sleeman, D.
Mis-generalization: An Explanation of Observed Mal-rules.
Stanford Univ., Calif. Dept. of Computer Science.

PUB DATE- 84
NOTE- 8p.; A product of the Heuristic Programming Project. Proceedings of the Annual Conference of the Cognitive Science Society (6th, 1984). For related documents, see SE 045 845-846.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; Artificial Intelligence; *Cognitive Processes; *Comprehension; *Computer Assisted Instruction; Junior High Schools; Mathematics; Mathematics Education; *Mathematics Instruction; Models; Problem Solving; *Secondary School Mathematics
IDENTIFIERS- *Intelligent CAI Systems; Mathematics Education Research

Previous studies were conducted with 14- to 15-year-old students on the nature of the processes they used to solve tasks given the incorrect/buggy/mal-rules. The computer-based Leeds Modelling System (LMS) was implemented and a database of examples, correct and incorrect, or mal-rules had been established which was sufficient to diagnose the majority of difficulties encountered by 15-year-old students. When the same database was used with 24 14-year-old students, the outcome was very different. A high percentage of the student errors were not diagnosed by LMS. These protocols were analyzed in some detail, followed by individual interviews to determine the nature of the students' difficulties. Results obtained from the protocols and interviews indicate that there are two very different types of mal-rules at large with algebra students, namely, manipulative (defining a manipulative mal-rule as a variant on a correct rule which has one substage either omitted or replaced by an inappropriate/incorrect operation) and parsing (incorrect representation of a task). Although bug-migration could be explained by repair theory, it appears that this second category of algebra errors (parsing) can best be explained by a mechanism called mis-generalization. (JN)

ED 258 874 SO 016 587

Grabhorn, Ann, Ed.; Staab, Robert, Ed.
A Resource Guide for Middle Eastern Studies. Revised Edition.
Middle East Outreach Council.
PUB DATE- 84
NOTE- 197p.
AVAILABLE FROM- Middle East Center, University of Utah, Building 413, Salt Lake City, UT 84112 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Resources; Filmographies; Higher Education; Human Resources; *Middle Eastern Studies; Models; Organizations (Groups); *Outreach Programs; Publications; Resource Materials; Secondary Education
IDENTIFIERS- Embassies; Sample Materials

This resource guide provides educators with information about Middle East outreach programs, organizations, and publications. The first two sections present an introduction to the Middle East Outreach Council and an examination of the state of the art for Middle East outreach among universities, junior colleges, and small colleges; secondary and elementary schools; religious education groups; business groups; and the media. Material and human resources for teaching about the Middle East are identified and briefly described. The next section, "National and Regional Middle East Outreach Programs," provides addresses and phone numbers; a statement of philosophy, and a list of materials and services. The section, "National and Regional Organizations Related to the Middle East," represents a cross section of over 70 organizations, institutions, and corporations. Examples and sample agendas from nearly 20 conferences, seminars, and workshops on the Middle East are followed by a list of addresses, phone numbers, and publications available from over 70 Middle Eastern embassies and consulates. An annotated film sampler containing titles of over 290 films, most of which were produced in the 1960's and 1970's, follows. For each film, date, series number (if applicable), producer and distributor, rental sources, and a short description of content, quality, and audience level are given. Films are listed by geographic region, by topic, and alphabetically by title. Suggestions for reviewing educational films and a film education form conclude the section. (LH)

ED 258 903 SO 016 656

Prince-Embury, Sandra; Rooney, James

Understanding Victims of Technological Disaster: Beliefs and Worries of Three Mile Island.

PUB DATE- Aug 84
NOTE- 36p.; Paper presented as a part of the Symposium on "Nuclear Issues: Effects of the Day After" at the Annual Conference of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accidents; Emergency Programs; *Individual Power; Literature Reviews; *Nuclear Power Plants; Radiation; Safety; Social Science Research; Sociology; *Stress Variables; Surveys
IDENTIFIERS- *Pennsylvania (Three Mile Island)

The primary purpose of the present study was to examine how prevalent were concerns about restarting Three Mile Island nuclear reactor Unit I among people within a five-mile radius of the plant four years after the accident involving reactor Unit II. Also explored were concerns related to expectations about the restart of Unit I, perception of control, and selected demographic variables. A stratified random sample of residents of 221 households was interviewed. These were chosen from over 4,000 households in Middletown, Pennsylvania. Recent arrivals in Middletown served as a control group. Of the residents surveyed, 60 percent or more expressed some concern about each of the questions and long-time residents were more concerned than those who moved in since the accident. Concern about radioactive emissions is greater now than before the accident and focuses on the possibility of future accidents, radiation exposure during the cleanup, and developing cancer or radiation disease. Those who were residents of Middletown at the time of the accident reflect less sense of personal control over important life events and more loss of faith in experts than do recent arrivals, suggesting the impact of the accident on the sense of personal control. People's position on whether or not to restart Unit I focused more on health hazards than on political ideology about nuclear power. Slightly over half felt that it should not be restarted, a drop from two-thirds reported in 1982. (IS)

ED 258 930 SP 026 040

Perry, Constance M.; And Others

The Collaborative Effort of Redesign in Teacher Education: The Planning and Implementation Process.

PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; College Faculty; *Cooperative Planning; *Educational Change; Higher Education; *Participative Decision Making; Preservice Teacher Education; *Program Development; Program Implementation; Public School Teachers; Schools of Education; *Teacher Education Programs
IDENTIFIERS- University of Maine Orono

The redesigning effort at the College of Education at the University of Maine at Orono, now in the second year of its implementation, stresses collaboration with those involved in education including university faculty, former students, public school teachers, and administrators. Decisions about what students at the College of Education should observe and do in the public schools for their preparation are made jointly by college faculty and area school teachers. On-campus course content is decided in the same manner; decisions are arrived at by consensus and no power hierarchy exists. A description is given of how representatives of the university faculty and the public sector are recruited, how they communicate with each other, and how a representative team of planners with the overall responsibility for leading the planning is established. In the implementation of the redesign, collaboration has become even more important as evidenced by public school teachers and college faculty involved in implementing the planned changes and educating preservice teachers. The organization unit for collaboration is a team composed of one university teacher educator, a graduate student, school representatives from each school in a district, and twenty freshman education majors. The current functioning of the collaboration and anticipated future developments are discussed. (JD)

ED 258 945 SP 026 244

Peek, Patricia P.
A Successful Field-Based Program at Mercer University.
PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary School Teachers; *Field Experience Programs; Graduate Surveys; Higher Education; Multicultural Education; Preservice Teacher Education; *Program Attitudes; *Program Effectiveness; *Teacher Education Programs; Teaching Skills
IDENTIFIERS- *Early Field Experience Programs

The Mercer University field-based program in elementary education provides practical experience beginning in the junior year. The prospective teacher starts with observations in public school classrooms while enrolled in a foundations of education course. Opportunities to work directly with children commence in the second quarter of the junior year. Participants take mini-teaching assignments concurrently with college classwork on children's literature, art, music, physical education, science, and mathematics. Prior to their final year's field experience, seniors attend an intensive two-week, on-campus workshop dealing with professional ethics, dress, writing lesson plans, and coping with the culture shock that may come in facing classes of children with different cultural backgrounds. During their senior year, students work with two different grade levels in two distinct school populations prior to their actual student teaching. By this point, the seniors are mostly confident of their ability to function successfully in a classroom and move into full-time teaching, with the supervising teacher present only for evaluation or to aid with special activities. A follow-up study of graduates of the program revealed great satisfaction in the way in which the program prepared them for teaching. (JD)

ED 258 961 SP 026 447

Gupton, Sandra L.; And Others
A Comprehensive Plan for Staff Development, Inservice Education, and Certificate Renewal. Occasional Paper No. 6.
National Staff Development Council, Oxford, OH.
PUB DATE- 83
NOTE- 8p.
AVAILABLE FROM- National Staff Development Council, 5198 Westgate Drive, Oxford, OH 45056 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Higher Education; *Inservice Teacher Education; Masters Degrees; *Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *Certificate Renewal

A description is given of collaboration between the University of North Carolina at Greensboro and the Lexington (North Carolina) school system for delivering an effective and relevant inservice program to teachers. The intent was, in part, to add to the scope of the university's graduate program by adding to it a dimension of in-depth analysis of actual problems that confront classroom teachers. The benefit to participating teachers was the opportunity to achieve a master's degree and also meet state-mandated certificate renewal requirements, through participation in courses at the school site with opportunities for problem solving and independent study under the direction of university staff members. Benefits to the university included easy access to opportunities for field-based research, support for its student teaching program, observation and demonstration sites for students and staff, ready input from classroom teachers and principals on the university's plan for its teacher education program, and a chance to improve the quality and credibility of its teacher education program. The phases of implementation of this program and selecting degree courses to be taught are described. (JD)

ED 259 022 TM 850 392

Agnew, E. John

The Grading Policies and Practices of High School Teachers.

SPONS. AGENCY- State Univ. of New York, Albany. School of Education.
PUB DATE- Mar 85
NOTE- 50p.; Also sponsored by the Study of Stanford and the Schools. Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College School Cooperation; Grades (Scholastic); *Grading; High Schools; Questionnaires; School Policy; School Surveys; *Secondary School Teachers; Statistical Analysis; *Student Evaluation; *Teacher Attitudes; Teacher Characteristics; Teaching Methods; Test Items
IDENTIFIERS- Study of Stanford and the Schools

This paper examines the grading policies and practices of about 300 teachers from seven high schools in the San Francisco Bay area. Three questions are addressed: (1) Who or what determines grading policies? (2) How do teachers actually calculate grades, that is, what kinds of performances factors are taken into account by teachers? (3) How do teachers evaluate the grading practices and standards at their schools? These questions are reviewed in light of teachers' assigned school, subject area, academic preparation, and primary student referent group. Findings indicate that teachers are the sole arbiters of grading policies, that they award grades in a remarkably consistent manner, and that many are dissatisfied with grading standards. The apparent contradiction between control and satisfaction is discussed, along with several other interesting results. The appendix contains items from the Teacher Questionnaire for the following categories: demographic and sorting items; grading policy items; grading practice items; and grading evaluation items. (Author/DWH)

ED 258 800 SE 045 796

Ricker, Kenneth S.
Science for Students with Visual Impairments.
PUB DATE- 85
NOTE- 41p.; For related documents, see SE 045 797-799.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Oriented Programs; Curriculum Development; Elementary School Science; Elementary Secondary Education; Laboratory Safety; Science Activities; Science Careers; *Science Education; Science Instruction; Science Programs; *Secondary School Science; *Sensory Aids; *Teaching Methods; *Visual Impairments

This paper examines various aspects of teaching science to visually impaired students. It is based on the premise that students with visual impairments should acquire scientific literacy and should be encouraged to pursue science-related careers. It is not designed to make science teachers specialists but to increase their awareness to the unique needs of visually impaired students. Topics addressed include: (1) curriculum efforts to develop alternative teaching methods and materials (such as Adapting Science Materials for the Blind (ASMB), Science Activities for the Visually Impaired (SAVI), and the Student Science Teaching Program in Marine Science for the Handicapped program; (2) the identification and selection of alternative techniques, focusing on close-up tasks, near-by tasks, distance tasks, and mobility tasks; (3) ways of providing hands-on experience and laboratory activities; (4) safety considerations related to mobility and orientation, using new instruments and techniques, work stations, and eye and face protection; (5) career education (which includes short descriptions of five visually-impaired individuals in the sciences); and (6) the use of computer technology in teaching science to visually impaired students. References to programs discussed and a list of resources are included in two appendices. (JN)

ED 258 917 SO 016 681

Advocacy in National Endowment for the Humanities' Projects Funded by Five State Councils.

General Accounting Office, Washington, D.C.
REPORT NO.- GAO/GGD-85-23
PUB DATE- 20 May 85
NOTE- 45p.
AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6051, Gaithersburg, MD 20877 (1-5 copies, free; additional copies, $3.25 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advocacy; Conflict; Conflict Resolution; Decision Making; *Federal Programs; Government Role; *Humanities; *Public Policy; *State Programs
IDENTIFIERS- *National Endowment for the Humanities

In response to a congressional inquiry, the General Accounting Office reviewed the work of five state humanities counc[illegible] California, Florida, Idaho, Maryland, and Oregon. Out of about 700 projects funded by these state councils during fiscal years 1982 and 1983, ten were judged by the National Endowment for the Humanities (NEH) or state council officials to have raised concerns about advocacy, i.e., the act or process of defending a particular point of view, which is prohibited in these projects. Five projects which were reviewed are discussed. These include two projects dealing with the Soviet Union, one from Oregon and the other from Idaho, and three other projects. These were: a project on the electoral process and money from California; a project which sought to combine a humanities perspective with the discussion of social issues in Florida; and a project dealing with the moral and political issues associated with nuclear deterrence in Maryland. This report also contains detailed information about how the NEH and the state councils review grant applications and attempt to ensure that a balanced perspective exists, how the membership of state councils is selected, how questions of advocacy arose in the five projects described, and how they were resolved. (IS)

ED 258 992 TM 850 360

Doody, Evelyn N.
Examining the Effects of Multidimensional Data on Ability and Item Parameter Estimation Using the Three-Parameter Logistic Model.
PUB DATE- Mar 85
NOTE- 70p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Computer Simulation; Estimation (Mathematics); Factor Structure; Item Analysis; *Latent Trait Theory; Mathematical Models; Multidimensional Scaling; Research Methodology; Statistical Analysis; Test Items
IDENTIFIERS- Item Parameters; Robustness; *Three Parameter Model; *Unidimensional Scaling

The effects of varying degrees of correlation between abilities and of various correlation configurations between item parameters on ability and item parameter estimation using the three parameter logistic model were examined. Ten two-trait configurations and one unidimensional test configuration for 30 item tests were simulated. Each configuration consisted of a specific item parameter configuration and a specific correlation between traits on two dimension. Six conditions were simulated for each configuration, ranging from an easy to a hard test. The accuracy of item and ability parameter estimation was examined using correlations; KR-20 coefficients and factor analyses were also performed. The factor analyses supported a division of the simulated multidimensional data sets into groups according to the discrimination parameter "loads" on the two dimensions. The tests either both load heavily on both dimensions (both tests are multidimensional), one test loads heavily on one dimension and the other loads heavily on the same dimension (both tests are unidimensional), one test is unidimensional and one is multidimensional, or one test loads heavily on one dimension and the other test loads heavily on the other dimension. Results indicated the poorest item parameter estimations occur for the situation in which one test is unidimensional and one is multidimensional. (Author/DWH)

ED 259 007 TM 850 376

Hanna, Gila; Lei, Hau

A Longitudinal Analysis Using the LISREL-Model with Structured Means.

PUB DATE- Apr 84
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Covariance; Computer Software; Elementary School Mathematics; *Evaluation Methods; Factor Analysis; Foreign Countries; French; Goodness of Fit; Immersion Programs; Intermediate Grades; *Longitudinal Studies; *Mathematical Models; *Mathematics Achievement; *Program Evaluation; Second Language Programs; Statistical Analysis
IDENTIFIERS- Canadian Tests of Basic Skills; *LISREL Computer Program; Ontario; *Structural Equation Models

This paper discusses the use of the LISREL computer program to compare two groups of Ontario students who studied French as a second language in either a regular or an immersion program. Longitudinal data on growth in mathematical ability, from grade 4 to grade 6, are analyzed using seven different mathematical models. The paper illustrates the use of LISREL for models with structured means, and demonstrates its usefulness for investigating the structural relationships among measurements of one true variable taken at yearly intervals. (GDC)

ED 259 037 UD 024 164

Feistritzer, C. Emily
Cheating Our Children: Why We Need School Reform.
National Center for Education Information, Washington, DC.
PUB DATE- 85
NOTE- 84p.
AVAILABLE FROM- National Center for Education Information, 1901 Pennsylvania Avenue, NW, Suite 707, Washington, DC 20006 ($14.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Children; Demography; Economic Factors; *Educational Change; Elementary Secondary Education; *Enrollment; *Family Structure; *Population Trends; Poverty; Private Schools; Public Schools; *Socioeconomic Status; Student Characteristics

A demographic profile of America's children in 1985 is presented in this report. The report's six chapters discuss the relationships between students' performance in school and the following variables: students' socioeconomic backgrounds (Chapter 1); population change in the United States, with special attention to children under 5, many of whom have already started school (Chapter 2); the changing family structure, whom children live with, and where they come from (Chapter 3); poverty levels and the rapidly growing number of children living in poverty (Chapter 4); the relationship between education and earning power (Chapter 5); and, finally, trends in enrollment in public and private schools (Chapter 6). The report ends with a section of summary and conclusions, as well as the following recommendations: (1) redefine the qualities necessary in candidates to become school teachers; (2) retrain current teachers to prepare them better for coping with today's students; (3) put the American public back into public education; (4) insist that school administrators be competent managers as well as educators; and (5) rally the entire society behind an all-out campaign to improve schools. Eighteen state-by-state tables are included in the appendix; these illustrate recent development within individual states in such areas as enrollment, per pupil expenditures, per capita income, numbers of teachers, average salaries of teachers, and minority and private school enrollments. (KH)

ED 259 051 UD 024 320

Rodriguez, Clara
Menudo: Its Impact on Hispanic Identity.
PUB DATE- 29 Nov 84
NOTE- 26p.; Paper delivered at the Center for Latino and Latin American Studies (DeKalb, IL., November 29, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Factors; Ethnic Groups; *Ethnicity; *Hispanic American Culture; *Hispanic Americans; *Popular Culture; Recreational Activities; Sex Differences
IDENTIFIERS- *Menudo; *Rock Music

The ascendance of Menudo, the Puerto Rican rock group, was the most significant cultural event in the Hispanic community in the last eight years. As a phenomenon of popular culture, Menudo is worthy of study because of its main audience (Hispanic) and because it illustrates the dialectical interplay of gender, class, Hispanic ethnicity, and economic exploitation within modern capitalism. One strong feature of Menudo was the speed with which fans learned of its concerts and obtained Menudo-inspired products, such as buttons. Another phenomenon was how it affected the Spanish language. Because the newspaper "Las Noticias del Mundo" printed a daily Menudo column, thousands of young Hispanic girls began to buy it and thus learned much Spanish. Many girls formed "mini-Menudo groups," and case study of one of these, "Las Formulas," raised a number of questions. What is revealed, for example, by the fact that the group's members were girls who imitate Menudo, thus using Hispanic men as role models? Another dimension to the Menudo phenomenon was internationalization, as the group's enthusiastic reception in Latin and Central America both affirmed U.S. Hispanics' increased cultural pride and led to cross-national identification with Hispanic women elsewhere. Unlike other music groups popular in the United States, Menudo was originally a Spanish language production with a strong appeal to Hispanic identity. But like the others, Menudo was made possible by a process of capital accumulation and economic exploitation. Ironically, as the American mainstream media attempt to adapt Menudo to a non-Hispanic audience, the band's appeal to its original audience, Hispanic women, appears to be on the wane. (KH)

ED 259 065 UD 024 339

Prewitt Diaz, Joseph O.; Draguns, Juris G.
Mental Health of Two-Way Migrants: From Puerto Rico to the United States and Return.
PUB DATE- 26 Jun 85
NOTE- 11p.; Paper presented at the Circum-Mediterranean Regional IACCP (International Association of Cross Cultural Psychology) Conference: "Ethnic Minority and Immigrant Research" (1st, Malmo, Sweden, June 26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Adjustment (to Environment); Biculturalism; *Culture Conflict; Family Role; Family Structure; *Mental Health; Migration Patterns; *Puerto Ricans; *Social Integration; *Stress Variables
IDENTIFIERS- Puerto Rico; *Return Migration

The mental health needs of two-way migrants from Puerto Rico to the United States and back again are discussed in this paper. Four factors affecting Puerto Rican migrants are outlined. First, the relationship between migration and stress is considered. Often, it is noted, in migrating away from stressful economic conditions, the Puerto Rican encounters even more stressful cultural and social conditions. Second, the disruptive effect migration has on the family cycle is discussed in terms of changing family roles, exposure to different cultural behavior, separation of husband from the rest of the family, and the problem of "neo-ricans," United States born children of return migrants. Third, differences and difficulties in the expression of self, especially behavior and language expression, the focus on school adjustment and self-esteem and in cultural adjustment are considered. And finally, acculturation, and particularly how Americanization causes a greater emphasis away from family to personal achievements and orientations, are discussed. It is concluded that the impact of migration, integration, and acculturation on the mental health of the Puerto Rican migrant and return migrant needs to be systematically evaluated. (RDN)

ED 258 773 RC 015 343

Hilbert, Harvey C.; Morris, Judson H., Jr.
Child Abuse Teacher Inservice Training: A Cooperative Venture.
PUB DATE- Oct 83
NOTE- 17p.; Paper was originally presented in a slightly different form at the Annual Conference on Training in the Human Services (7th, Charleston, SC, October 1983). For related document, see RC 015 342.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; *Child Neglect; *Community Involvement; *Educational Cooperation; Elementary Secondary Education; *Inservice Teacher Education; Legal Responsibility; *Models; Rural Urban Differences; Test Interpretation
IDENTIFIERS- *Child Protective Services; Ohio (Cuyahoga County); South Carolina (York County)

In order for Child Protective Services (CPS) to be increasingly effective in a community, there must be a continuing attempt to build and maintain a sense of trust and credibility between local CPS agencies and school systems. Literature justifies the need for a teacher inservice training by the necessity of developing greater community awareness in identification and treatment of child abuse/neglect, and the heightened professional self-image such enterprises impose on workers. With the goals of increasing teacher knowledge and skills, community awareness, and the amount of local CPS workers and educators interaction, a CPS inservice model was employed in rural York County, South Carolina, and urban Cuyahoga County, Ohio. The model used four 1-hour session-blocks which could be implemented as separate units. The four blocks were understanding child abuse/neglect, recognizing and reporting abuse/neglect in the school, child protection laws and related legal issues, and preventing abuse/neglect. Pre/post-tests were administered in York County and only a post-test in Cuyahoga demonstrating an increase in teacher knowledge over most CPS areas, and the need for a greater emphasis over a few specific areas. Recommendations included the implementation of training for other community groups. (PM)

ED 258 816 SE 045 812

Heyward, Lillie; Murff, Marye

Biomass: An Alternative Source of Energy for Eighth or Ninth Grade Science.

Tennessee State Univ., Nashville. Div. of Continuing Education.

SPONS. AGENCY- Department of Energy, Washington, D.C.
REPORT NO.- TSU-83-0077(A)-16-44200
PUB DATE- Nov 82
NOTE- 33p.; Best copy available. Requirements for Energy Workshop, Tennessee State University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alternative Energy Sources; Energy; *Energy Conservation; *Energy Education; Fuels; Junior High Schools; Power Technology; *Recycling; *Science Activities; Science Curriculum; Science Education; Science Instruction; *Secondary School Science
IDENTIFIERS- *Biomass

This teaching unit develops the possibility of using biomass as an alternative source of energy. The concept of biomass is explained and the processes associated with its conversion to energy are stated. Suggestions for development of biomass technology in different geographic areas are indicated. Lessons for 6 days are presented for use with eighth or ninth grade science students. Each day's lessons include: (1) student objectives; (2) list of materials needed; (3) methods; and (4) activity descriptions. To accommodate the need for seedlings in the unit's experiments, it is recommended that this class be taught in the spring and after coursework on seed germination. Student activity and information sheets are also included. (ML)

ED 258 860 SO 016 517

Dethloff, Henry C.; Bryant, Keith L., Jr.
Entrepreneurship: A U.S. Perspective. Series on Public Issues No. 5.
REPORT NO.- ISBN-0-86599-014-X
PUB DATE- 83
NOTE- 27p.; For related documents, see SO 016 513-527.
AVAILABLE FROM- Public Issues, Center for Free Enterprise, Texas A&M University, College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business; Capital; Capitalism; Controversial Issues (Course Content); *Economic Opportunities; Economics; Economics Education; *Entrepreneurship; *Government Role; Higher Education; Individual Characteristics; Individualism; *Innovation; Instructional Materials; Public Policy; Secondary Education
IDENTIFIERS- *Free Enterprise System

The argument of this booklet, one of a series intended to apply economic principles to major social and political issues of the day, is that entrepreneurs are central to the development of the American economy. In an historical look at American entrepreneurship, it is noted that entrepreneurs have become central figures in the American economy because they provide the innovative element that alters previous business practices. Moreover, this entrepreneurial spirit has permeated the history of the United States. For example, from the colonial period on, the importance of the right to private property and limited government intervention in the economy provided an environment conducive to entrepreneurs. It is noted that although entrepreneurs come from different segments of society, the thing that makes entrepreneurs unique is their ability to be innovators and explorers and to carry their innovations to the marketplace. Despite the changing environment that has brought greater government controls over business activity and private practice, the modern entrepreneur is alive and well, and despite fears that greater government regulation may have discouraged innovation and entrepreneurship, there are many new frontiers (e.g., the computer industry) open to the enterprising businessperson. (IS)

ED 258 889 SO 016 631

Kaplan, Martin F.; Krupa, Sharon
Severe Penalties under the Control of Others Can Reduce Guilt Verdicts.
PUB DATE- May 85
NOTE- 33p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, IL, May 2-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Court Litigation; Criminal Law; Higher Education; *Psychology; *Punishment; Role Playing; *Sentencing; *Simulation; Social Science Research
IDENTIFIERS- Juries; Law Related Education

Legislation regarding penalty severity and control over punishment raises questions about the effect of potential penalties on verdicts. Experimental evidence from previous studies is mixed and subject to debate over the worth of simulations. In this study it was expected that the effect of penalties on verdicts would depend on strength of evidence and whether the jurors themselves awarded punishment. Students in introductory psychology classes were used as participants, with a total of 215 taking part. They were given either strongly or mildly incriminating evidence about hypothetical cases, such as an alleged cheater, and asked to evaluate guilt. Potential punishments were characterized as either mild or severe, and were to be selected by either an authority or a student jury. Severe penalties did not generally reduce certainty of guilt, but did lead to fewer convictions when evidence was mildly incriminating and an authority controlled a real punishment. Also, jurors given a mildly incriminating case with real consequences were more certain of guilt, and more willing to convict, when they, rather than an authority, controlled future punishment. Implications were discussed for effects on verdicts of: (1) increased stringency in mandated penalties; (2) real versus simulated conditions; and (3) having jurors rather than judges decide punishment. (Author/IS)

ED 258 977 TM 850 247

Lave, Janice
Advance College Project Final Evaluation Report: 1983-84 School Year.
Indiana Univ., Bloomington. Advance Coll. Project.
PUB DATE- Oct 84
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acceleration (Education); Advanced Students; College Credits; Higher Education; High Schools; *High School Seniors; *Program Evaluation; Program Implementation; Questionnaires; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Indiana University Advance College Project; Indiana University Bloomington

The second year of the Indiana University (IU) Advance College Project (ACP), a cooperative program between IU and selected high schools within the State of Indiana was evaluated. The Project offers college credit to high school seniors who enroll in IU freshman courses offered at their home high schools. The purposes of the IU/ACP evaluation activities have been to facilitate project implementation by identifying strengths and weaknesses and documenting events within each high school; to assess how well IU's course standards are being met for each ACP/IU (Bloomington) course as it is taught within each high school; to assess the impact of the Project upon its various participants; and to establish a base line of data for the Project for later assessment of longitudinal trends. Students' and teachers' perceptions of the program were discussed. Appendices include ACP Student Questionnaire; Sample Course Evaluation Form; Sample Teacher Interview; and ACP Final Exam Administration Questionnaire. (DWH)

ED 258 831 SE 045 827

Schultz, Robert

Energy for the Future, Experiments You Can Do...from Edison.

Thomas Alva Edison Foundation, Southfield, MI.
PUB DATE- 83
NOTE- 36p.
AVAILABLE FROM- Thomas Alva Edison Foundation, 21000 West 10 Mile Rd., Southfield, MI 48075 ($.75 each; 3/$2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Electricity; Elementary School Science; *Energy; *Energy Conservation; *Energy Education; Futures (of Society); Intermediate Grades; Science Education; *Science Experiments; Secondary Education; *Secondary School Science; Solar Energy

This booklet provides background information and five experiments which focus on how energy is lost. Section I contains two experiments to help students discover how energy is lost in their homes. These experiments involve determining a home's location and the weather forces acting on it and completing a home energy audit. Section II contains two experiments designed to investigate ways to reduce energy consumption, including investigating how electricity can be used more wisely and building and weatherizing a model house. Section III contains an experiment in which the weatherized model house is converted into a solar garden that can be used to grow small plants (such as potted herbs) outside during the winter. All but the first experiment contain one or more related, "quickie" experiments (such as making a draft detector using a pencil and piece of paper). All experiments include lists of materials required and procedures used. (JN)

ED 258 846 SE 045 845

Sleeman, D.
Basic Algebra Revisited: A Study with 14 Year Olds. Revision.
Stanford Univ., Calif. Dept. of Computer Science.

REPORT NO.- HPP-83-9
PUB DATE- Feb 84
NOTE- 37p.; A product of the Heuristic Programming Project. For related documents, see SE 045 844-846.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; Artificial Intelligence; *Cognitive Processes; Comprehension; *Computer Assisted Instruction; Junior High Schools; Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Models; Problem Solving; *Secondary School Mathematics
IDENTIFIERS- Intelligent CAI Systems; Mathematics Education Research

A group of 24 14-year-old students were presented with sets of algebra tasks using the Leeds Modelling System (LMS), a computer-based modeling system. Four months later, these same students were given a paper-and-pencil test which covered comparable tasks set by LMS. In addition, certain students were given detailed diagnostic interviews. A comparison between the results obtained is presented. Results obtained on the paper-and-pencil test and the interviews were consistent, showing that students had some profound misunderstandings of algebraic notation. Furthermore, from the interviews it was possible to determine classes of strategies some students were using, including (1) searching for solutions (substituting) and (2) applying a "global" rule, such as collecting all numbers on one side, whether or not they were coefficients. The overall picture evolving from this and other studies seems to be: (1) that the difficulties of learning algebra have been greatly under-estimated; (2) that students have a great difficulty in inferring their own rules, or sometimes higher-level schema, and then using them consistently and often in appropriate situations; and (3) that few students have evolved mechanisms by which they can verify whether a proposed algorithm is feasible. (JN)

ED 258 931 SP 026 103

Saslaw, Rita S.
Survey of Professional Organizations, States, and Teacher Centers: Inservice Education and Professional Development.
PUB DATE- Feb 85
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Denver, CO, February 27-March 2, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Board of Education Policy; *Inservice Teacher Education; *Professional Associations; Program Development; Staff Development; *State Action; *Teacher Centers

This report summarizes results of a survey of states, teacher centers, and professional organizations on the status of teacher inservice and staff development. The 43 states and the District of Columbia that responded to the survey have a state level plan for both inservice and professional development. Some, by law, require implementation of the plans, others are guides for local districts that must develop their own systems and provide local funds. Most of the states have a state department, division, or individual in charge of professional staff development and state-wide inservice training. Many also have mandated a specific number of hours required for inservice training, often tied to recertification requirements. The survey revealed that there are 90 formerly federally-funded Teacher Centers still existing. Most have greatly curtailed activities. Thirteen of the Centers responded to the survey, and it is inferred that this movement is on the wane if not already gone. Eight professional groups were consulted to see how they viewed their participation in inservice education. The commonality among the responding groups is to provide assistance as part of a professional team. A summary is offered of responses from each of the states, professional organizations, and teacher centers. (JD)

ED 258 946 SP 026 265

Oliver, Ronald L.
District Employment Procedures: A Guide for Student Teachers.
PUB DATE- 1 May 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Attitudes; Board of Education Policy; Career Development; Employment Interviews; *Employment Practices; Higher Education; *Job Application; *Teacher Placement; *Teaching (Occupation)

Most student teachers are not exposed to employment procedures of district administrators. Some placement offices may offer suggestions for preparing for interviews, but placement officers are counselors, not administrators. Even if a student teacher has strong background in a subject area, has done well in education courses, and has those characteristics desired in effective teaching situations, knowledge about employment procedures is essential. This document is given to all seniors at Northwestern Oklahoma State University to help them prepare for possible employment. The emphasis is not on the actual interview (but there is one short section discussing interview techniques). The emphasis instead is on the total employment procedure. The document is written from an administrative point of view since student teachers will be in contact with school district administrators during the employment procedure. (Author/JD)

Knuckle, Essie P.
A Culturally Sensitive Approach to the Interpretation of Performance of Black Adolescents on Selected Neuropsychological Tests.
PUB DATE- 26 Apr 84
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Age Differences; Black Attitudes; Black Culture; *Black Students; *Cultural Differences; Diagnostic Tests; Handicap Identification; Intelligence Tests; Junior High Schools; *Neurological Impairments; *Perception Tests; Performance Tests; *Racial Differences; Sex Differences; Tactual Visual Tests; *Test Bias; Testing Problems; Test Interpretation; Test Norms
IDENTIFIERS- Benton Visual Retention Test; Black Ideology Scale; Purdue Pegboard Test; Symbol Digit Modalities Test; Wechsler Intelligence Scale For Children (Revised)

Normal black adolescents were given neuropsychological tests of brain damage, and the interpretation of these tests was reviewed with respect to culturally relevant data. Subjects were 50 male and 50 female black students, aged 12-13, with no history of central nervous system trauma, and average scores on the Wechsler Intelligence Scale for Children-Revised (WISC-R). The Black Ideology Scale (BIS) was used to measure social, cultural, and ethnic identity according to Black Nationalist Ideology. The Symbol Digit Modalities Test (SDMT), Benton Revised Visual Retention Test (BVRT-R) and the Purdue Pegboard Test (PPT) were also administered. Using multivariate analysis of variance and multiple regression analysis, significant sex differences were found on SDMT and PPT results. An interaction was found between sex and ethnic identity on the SDMT. Interactions were also found between sex, age, and BIS scores on BVRT-R scores. WISC-R scores were predicted by PPT, BVRT-R, and BIS scores. There were problems with the previously published norms for the BVRT-R and the PPT. The SDMT gave the most accurate classifications for this sample. Some cultural characteristics affected responses to certain items. In conclusion, interpretation of neuropsychological test results with black adolescents would have more ecological validity if a culturally sensitive approach were used. (GDC)

ED 259 023 TM 850 393

Gray, Wayne D.
Implementation Monitoring: A Role for Evaluators in Helping New Programs Succeed.
PUB DATE- Oct 84
NOTE- 36p.; Paper presented at the Annual Meeting of the Evaluation Research Society (San Francisco, CA, October 10-13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Interpretation; *Evaluation Methods; Evaluators; Feedback; *Innovation; Models; Program Development; *Program Evaluation; *Program Implementation
IDENTIFIERS- Evaluation Problems; *Implementation Analysis; *Monitoring

This paper presents a framework for monitoring implementation which defines a process for implementing new programs into organizations. The process requires a team of monitors who examine the adequacy of implementation plans and look at the effect of plan execution upon the organization, individual, and new program. Immediate feedback is provided to adjust the implementation effort to better help the new program succeed. The framework defines questions to ask during the period when implementation is occurring. It shows why these questions are important, how they interrelate, and how they can be used to increase the implementation of innovations as well as to further the study of implementation processes. An optimal use of the framework would be to improve the use of new programs by implementation monitoring. The framework may be used to raise the awareness in organizations, and among evaluators, of the issues involved in implementing new programs. (DWH)

ED 258 760 RC 015 329

The Indian Reading Series: Stories and Legends of the Northwest. Level III. Books 1-20.

Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Multicultural/Bilingual Div.
PUB DATE- 78
NOTE- 606p.; For related documents, see RC 015 326-328.
CONTRACT- 400-76-0048
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00101-2, $27.00).
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Culture; *American Indian Literature; American Indians; Childhood Interests; *Childrens Literature; Cultural Background; Illustrations; *Legends; Picture Books; Primary Education; *Supplementary Reading Materials; Tribes
IDENTIFIERS- Oral Tradition; *Pacific Northwest Indian Reading and Language Prog; *Pacific Northwest Tribes

Designed as supplementary reading materials for Indian and non-Indian children in the primary grades, this series of 20 booklets presents legends and stories of Northwest tribes. Stories in this third level of the six-level series were developed cooperatively by people of the Blackfeet, Kootenai, Jamestown-Clallam, Assiniboine, Sioux, Shoshone-Bannock, Crow, Skokomish, and Salish tribes and the Confederated Tribes of the Warm Springs Reservation of Oregon. Booklets range from 13 to 37 pages in length and follow a picture book format with large type and many illustrations. The illustration styles are diverse, including cartoons, pictographs, and traditional Indian designs as well as realistic drawings. Materials were developed to appeal to interests and values held by many Indian children--horses, wildlife, natural phenomena, fishing, hunting, celebrations. "The Blacktail Dance" tells a true story from the early 1900's about this sacred ceremony of the Blackfeet Indians. "The Wild Buffalo Ride" tells another true story about a woman on a hunt that took place about 1850 in Montana. Titles of other stories include "The Beginning of the Earth," "How Marten Got His Spots," "How the Morning and Evening Stars Came to Be," "Coyote and Trout," and "How the Milky Way Got Into the Sky." (JHZ)

Hobbs, Daryl
Bridging, Linking, Networking the Gap: Uses of Instructional Technology in Small Rural Schools.
Department of Education, Washington, DC.
PUB DATE- Jul 85
NOTE- 33p.; Paper presented at the National Rural Education Forum (Kansas City, MO, August 12-14, 1985). For related documents, see RC 015 364-372.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Change Strategies; Computer Assisted Instruction; Delivery Systems; *Distance Education; Educational Change; Educational Innovation; Educational Strategies *Educational Technology; Elementary Secondary Education; *Information Networks; *Rural Education; Small Schools; *Telecommunications
IDENTIFIERS- Accelerated Learning of Spanish by Satellite UT; Arts and Science Public Sch Teleconfer Network OK

Attention is being directed to telecommunications and computer technologies as a possible way of delivering education to small rural schools in a cost-effective way. Characteristics of new technology and environmental changes having particular relevance for rural schools include the abilities to transcend space, network, redefine learning as dynamic and interactive, and stimulate innovations and creativity. While adoption (purchase) of educational technologies is occurring quickly, the rate of creative application (use) depends upon whether the technology: can be tried first on a small scale; has compatability with existing behaviors and practices; is simple; has low cost and high effectiveness; and has a support system. Because of their small size and flexible, adaptive natures, rural schools--especially in Alaska and Australia--are becoming innovators in applications of technolgy and in networking. The Oklahoma State University Arts and Science Public Schools Teleconferencing Network and the Utah Department of Education Accelerated Learning of Spanish by Satellite programs involve state-of-the-art technology and share similar methodology, purpose, and delivery systems. Their use of multiple technologies, collaboration, and coordination represent important steps in addressing rural education's need to take cost-effective advantage of quality educational resources that fill a specific curriculum need, but are located elsewhere. (NEC)

ED 258 875 SO 016 600

Equity in Education Task Force Report.
Minnesota State Commission on the Economic Status of Women, St. Paul.
PUB DATE- Dec 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Economic Status; Educational Attainment; Educational Discrimination; Educational Needs; Educational Opportunities; Elementary Secondary Education; Employment Patterns; *Equal Education; *Females; Higher Education; Males; Mathematics Education; Nondiscriminatory Education; Salary Wage Differentials; Science Education; Sex Differences; *Sex Discrimination
IDENTIFIERS- *Minnesota

This report examines the status of women in Minnesota's schools, with emphasis on the effect of education on women's economic status. Educational attainment for Minnesota women is above the national average. Thirty-two percent of women in the state, compared with 28 percent of American women generally, have some post-secondary education. In Minnesota, women have consistently higher labor force participation rates than the national average. However, women's earnings average less than men's at every educational level, paralleling national patterns. State department statistics show that in Minnesota women are nearly half or more of students in three of the six areas of higher math and science. Performance assessment data indicate that the relative scores of females to males have improved somewhat in math but show little improvement in science. Most secondary females and males are enrolled in traditional areas. Employment patterns in Minnesota public schools continue to reaffirm students' impressions that certain jobs belong to men and others to women, e.g., most administrators are male. The report concludes that efforts to achieve educational equity must continue. (RM)

ED 258 904 SO 016 657

Polyson, James; And Others
Psychologists and Nuclear War: A Survey.
PUB DATE- Aug 84
NOTE- 34p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Disarmament; Females; Males; *Nuclear Warfare; Professional Associations; *Psychologists; Sex Differences; Social Science Research; Surveys
IDENTIFIERS- American Psychological Association

A questionnaire was mailed to 530 randomly selected members of the American Psychological Association to determine their views on the nuclear war threat and on efforts by the American Psychological Association to reduce that threat. Completed questionnaires were received from 290 psychologists. The two-page questionnaire asked respondents whether they agreed or disagreed with the 1982 decision by the association's council of representatives to endorse a bilateral Soviet-American nuclear weapons freeze and whether the association should expand, decrease, or maintain its level of involvement on the issue of nuclear war and foreign policy. Also addressed were concerns about the probability and survivability of nuclear war and policy issues, such as the perceived importance of verifiability, the desirability of increasing or modernizing the United States' nuclear arsenal, and the possible effects of public involvement. Based on this study, psychologists are concerned about nuclear war and realistic about its consequences, but a majority are not pessimistic about the likelihood of nuclear holocaust in this century. Most respondents expressed support for the association's efforts to curb the arms race and a majority viewed public involvement as productive; an even greater majority agreed on the importance of verifiability. The results are discussed in relation to social psychological research on why people do or do not respond to potential threats against their safety and to recent empirical research on the question of why citizens take action against the threat of nuclear war. (Author/IS)

ED 258 962 SP 026 452

Tauber, Robert T.

French & Raven's Power Bases: An Appropriate Focus for Educational Researchers and Practitioners.

PUB DATE- 12 Apr 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; *Individual Power; *Leadership Styles; Research Needs; Role Models; *Student Attitudes; Student Motivation; *Teacher Behavior; *Teacher Influence; *Teacher Student Relationship

"Whether it is to further learning in general, or discipline in particular, teachers must effectively exercise power." Five power bases available to teachers are identified in this paper each containing the common element that they are all dependent upon student beliefs. These power bases are: (1) coercive power, based on a student's belief that the teacher possesses the ability to punish or refrain from punishing; (2) reward power, based on a student's belief that the teacher possesses the ability to distribute or withhold rewards; (3) legitimate power, based on a student's belief that teachers have the right, given their position, to prescribe behavior within an assigned domain; (4) referent power, based on a student's identification with the teacher as a role model; and (5) expert power, based on the student's belief that the teacher possesses some special knowledge or expertise. An analysis is offered of each of the five power bases and how it may be enhanced or eroded. Research on the relationship between power bases and selected learning outcomes (e.g., student achievement) is discussed, and questions about power bases still in need of investigation are identified. (JD)

ED 259 038 UD 024 170

Pupil Progression Plan: Requirements and Procedures 1982-83.
Duval County School Board, Jacksonville, Fla.
PUB DATE- 82
NOTE- 102p.; For related document, see ED 184 220.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accountability; Age Grade Placement; Attendance; *Board of Education Policy; *Elementary Secondary Education; Evaluation Criteria; *Graduation Requirements; Minimum Competencies; Program Implementation; Public Schools; *Required Courses; Special Education; State Legislation; *Student Placement; *Student Promotion
IDENTIFIERS- *Florida (Duval County); Florida Educational Accountability Act 1976

The Pupil Progression Plan detailed in this document was developed in response to Florida's Educational Accountability Act, which requires each school district to establish a comprehensive program for pupil progression, and to fulfill the requirements of school board policy. The first section details general procedures for promotion, grades K-12. In the second section, the following aspects of enrollment and promotion within elementary school (K-6) are detailed: procedures for enrollment; procedures for promotion; promotion in exceptional student education; and the required program of study. The last section addresses enrollment and promotion in secondary school in terms of: (1) enrollment and promotion within the junior high school; (2) State requirements for promotion at the junior high level; (3) the junior high program of study; (4) promotion within the senior high school; (5) State requirements for promotion and graduation at the senior high level; (6) additional State requirements for a special diploma; (7) additional provisions for meeting graduation requirements; (8) required courses of study; and (9) graduation certificates and diplomas from senior high school. Twenty-one appendices, which comprise half of the document, present relevant school board policy statements and administrative procedures. (RDN)

ED 259 052 UD 024 322

Becker, Adeline
The Role of the School in the Maintenance and Change of Ethnic Group Affiliations.
PUB DATE- 80
NOTE- 21p.; Print is light.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Bilingual Education; Cultural Differences; Educational Environment; *Ethnicity; High Schools; Immigrants; *Limited English Speaking; *Portuguese Americans; Racial Relations; Student Attitudes; *Student School Relationship; Teacher Student Relationship

The public schools play a major role in the Americanization of foreign-born students. This process gives rise to questions regarding the meanings attached to ethnic identity and the effect that the schools have on the formulation and change of these meanings. To examine these issues, 18 Portuguese immigrant students in an urban New England school were studied to determine whether there were differences in manifestations of ethnic identity in various settings. Comparisons were made between 8 "recent" immigrants (in the United States for less than 2 years) and 10 early arrivals (here from 6-16 years). Additionally, both the school's official policy and actual practices (including teacher attitudes) vis-a-vis limited English proficient (LEP) students, were examined. In a general sense, it was found, the 18 students lived in two cultures, one at home and the other at school. Instead of helping them adapt to their bicultural reality, the school tried to negate the students' Portuguese culture while at the same time discouraging acceptance into the American culture, this being demonstrated in the differences between the earlier and more recent arrivals. To survive in the school, the earlier arrivals were forced to negate some of their home attachments and establish an identity apart from the low-status Portuguese. Even so, they were not completely successful: sexism, racism, ethnocentrism, and the school's lack of sensitivity to their needs all stood in the way of their attaining a fully equal education. (KH)

ED 258 801 SE 045 797

Lang, Harry G.

The Hearing-Impaired Student in the Science Classroom.

PUB DATE- 84
NOTE- 32p.; For related documents, see SE 045 796-799.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; College Science; *Computer Oriented Programs; Elementary School Science; Elementary Secondary Education; *Hearing Impairments; Higher Education; Laboratory Safety; *Science Activities; Science Careers; *Science Education; *Science Instruction; Science Programs; Secondary School Science; *Teaching Methods

This paper examines various issues related to the teaching of science to hearing impaired students at the elementary school, intermediate school, secondary school, and college levels. Also included are: (1) summaries of national surveys on the state-of-the-art; (2) suggested strategies for teaching hearing impaired students; (3) three case studies of typical hearing impaired students; (4) a discussion of safety considerations for the laboratory; (5) information on career education; and (6) a discussion of computer applications in teaching hearing impaired students. (JN)

ED 258 817 SE 045 813

Baxter, Zeland L.; And Others
The Recovery of Energy from Waste.
Tennessee State Univ., Nashville. Div. of Continuing Education.

SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 30 Jul 81
NOTE- 30p.; Requirements for Energy Workshop, Tennessee State University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alternative Energy Sources; Energy; Energy Conservation; *Energy Education; *Fuels; Metals; Power Technology; *Recycling; Science Activities; Science Curriculum; Science Education; Science Instruction; Secondary Education; *Secondary School Science; Units of Study; *Wastes
IDENTIFIERS- *Biomass

This study unit advocates the use of biomass conversion techniques with municipal solid wastes as a viable action for energy development. The unit includes: (1) an introductory section (providing a unit overview and supportive statements for biomass conversion; (2) a historical review of energy use from wastes; (3) a section on design and operation of energy recovery systems (including diagrammatic illustrations); and (4) a discussion of economic aspects of biomass recovery systems (with itemizations of cost factors and benefit areas). A list of student activities is given and a 5-day plan is outlined with a suggested program format for each day. A bibliography and list of audio-visual materials are also included. (ML)

ED 258 861 SO 016 518

Pejovich, Steve
Karl Marx in One Lesson (1818-1883). Series on Public Issues No. 6.
REPORT NO.- ISBN-0-86599-016-6
PUB DATE- 83
NOTE- 16p.; For related documents, see SO 016 513-527.
AVAILABLE FROM- Public Issues, Center for Free Enterprise, Texas A&M University, College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Capitalism; *Controversial Issues (Course Content); Economics Education; Higher Education; History; Instructional Materials; *Marxism; Political Issues; Secondary Education; Social Attitudes
IDENTIFIERS- *Marx (Karl)

This booklet, one of a series intended to apply economic principles to major social and political issues of the day, starts from the premise that Marxism is a threat to our way of life and offers a critique of fundamental components of the social movement Marx created. The first of six subsections focuses on sources of influence on Karl Marx (including early French socialists, German classical philosophers, and British classical economic theorists) and presents a general overview of Marx's politics, philosophy, and economics. The following three sections present Marx's economic interpretation of history, his views on social systems and change, and his analysis of the rise and fall of capitalism. The two final sections provide critical comments on the development of Marxism in the United States, and point to the need for Marx's influence in the world to be both understood and defused. (LH)

ED 258 890 SO 016 632

Grosvenor, Gilbert M.
What Happens When America Flunks Geography.
PUB DATE- 85
NOTE- 7p.; Paper presented at the Annual Meeting of the Economic Club of Detroit (Detroit, MI, April 22, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Needs; Educational Policy; Elementary Secondary Education; Geography; *Geography Instruction; Higher Education; Information Dissemination; *Instructional Improvement; Outcomes of Education; School Business Relationship; Speeches; World Affairs; *World Problems
IDENTIFIERS- National Geographic Society

Knowledge of geography is fundamental to understanding many other disciplines and many of the important issues which face the world, yet it has practically disappeared from our curricula, having been swallowed and dissolved by social studies. We know about malnutrition, but we know little about where millions are dying of famine. Ignorance of geography is usually dangerous in that it can deter, frustrate, and finally defeat the best of intentions. The historical record is full of such instances, among them the British ignorance of how Americans were influenced by their environment and how they had changed in the period leading to the American Revolution, and America's ignorance of Vietnam before our involvement in the Vietnam War. The experience of Vietnam has not lessened our ignorance; today many high school graduates cannot locate Vietnam on a map. Moreover, they cannot name one African nation (except South Africa) south of the Sahara. Despite our ignorance, geographical knowledge is central not only to world affairs but also to more local matters such as deciding where to locate factories and how to market goods. In order to increase geographical awareness it is necessary to harness the advances in communications technology so that geographical information can be communicated as widely as possible to adults and children. The National Geographic Society is committed to doing this, but educators, too, must be convinced of the necessity of creating better ways to do this. (IS)

ED 258 918 SO 016 682

Koroscik, Judith S., Ed.
Arts and Learning SIG Proceedings: American Educational Research Association Annual Meeting (Montreal, Canada, April 11-15, 1983). Volume 1.
American Educational Research Association, Washington, D.C.
PUB DATE- 83
NOTE- 156p.; For Volume 2, see SO 016 683. Document contains small print throughout.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Aesthetic Education; *Art Education; *Childrens Art; Drama; *Educational Research; Elementary Education; Freehand Drawing; Integrated Curriculum; Music; Painting (Visual Arts); Picture Books; Primary Education; Skills; Visual Arts; Young Children
IDENTIFIERS- Metaphorical Thought

Seventeen research papers and discussions representing diverse topics concerning research in the arts and presented as part of the 1983 Arts and Learning Special Interest Group (SIG) program of the American Educational Research Association are presented in the first of two volumes. Papers presented are: "Ways to Talk and What to Say: A Study of Art Conversations among Young Children and Adults in Pre-school Settings" (Martha Taunton); "A Response to Taunton's Paper" (Hilda P. Lewis); "The Response of Primary Children to Picture Books" (Barbara Z. Kiefer); "A Response to Kiefer's Paper" (Hilda P. Lewis); "A Response to Research Papers by Kiefer and Taunton" (Kenneth M. Lansing); "The Development of Perspective Drawing Skill" (J. Anne Murphy and Robert J. Bracewell); "A Response to Murphy and Bracewell's Paper" (Brent Wilson); "The Metaphoric Interpretation of Paintings: Effects of the Clustering Strategy and Relaxed Attention Exercises" (Hermine Feinstein); "A Response to Feinstein's Paper" (Brent Wilson); "Changing the Quality of Schooling through Aesthetic Education" (Nanthalia Washington); "Music and Reading/Language Arts: An Exploration of Relationships" (Linda L. Kelley); "A Response to Kelley's Paper" (Majorie Wilson); "Structural Information Retention in Visual Arts Processing" (Judith Smith Koroscik); "A Response to Koroscik's Paper" (Majorie Wilson); "An Analysis of Experimental Measures of Learning in Studies of Visual Arts Viewing Processes" (Barbara Boyer and Judith Koroscik); "Arts Integrated Curriculum for Grades K-6: The Determination of Program Impact" (Jon C. Marshall and Suellyn Garner); and "The Relative Effect of Three Creative Drama Approaches on the Dramatic Behavior and Mental Imagery Ability of Elementary School Children" (Helane S. Rosenberg and Patricia Pinciotti). (LH)

ED 258 978 TM 850 252

Turner, Susan D.
Academically Gifted Program: Annual Evaluation Report.
Hillsborough County Board of Public Instruction, Tampa, Fla.
PUB DATE- Jun 84
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academically Gifted; Elementary Secondary Education; Evaluation Methods; Formative Evaluation; Mathematics Curriculum; *Program Evaluation; *Program Implementation; Science Curriculum; Special Programs; State Aid
IDENTIFIERS- *Hillsborough County Public Schools FL

This is the final evaluation report for the first year of the Academically Gifted Program (AGP) in the Hillsborough County (Florida) Public Schools. The program is supported by state funds and is intended to offer academically challenging content in mathematics and science to gifted students in grades three to twelve. The report presents a project history and description; an explanation of the evaluation methodology; a summary of program evaluation results; and recommendations for program improvement. Major issues investigated during the formative evaluation included teacher selection and training; program locations; funding requirements and allocations; curriculum design and implementation; student identification and selection; scheduling and instructional time allotments; and perceptions of teachers, parents, and administrators. It was concluded that most elementary and secondary AGP students and their parents reacted favorably to the program, the elementary AGP operated relatively smoothly, and the secondary AGP was hampered by hurried implementation. (DWH)

ED 258 993 TM 850 361

Kuipers, Benjamin
Expert Causal Reasoning and Explanation.

SPONS. AGENCY- National Library of Medicine (DHHS/NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.
PUB DATE- Mar 85
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
GRANT- NIH-LM-03603; NIH-LM04125; NIH-R01-LM-04374; NSF-DCR-8417934; NSF-MCS-8303640
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Artificial Intelligence; *Clinical Diagnosis; Cognitive Processes; Computer Simulation; Educational Psychology; Epistemology; *Inferences; Problem Solving; Research Methodology
IDENTIFIERS- *Causal Reasoning; Cognitive Psychology; Knowledge Representation; *Protocol Analysis

The relationship between cognitive psychologists and researchers in artificial intelligence carries substantial benefits for both. An ongoing investigation in causal reasoning in medical problem solving systems illustrates this interaction. This paper traces a dialectic of sorts in which three different types of causal resaoning for medical problem solving are identified in verbatim protocols and simulated by computer program. The first, and most commonly discussed, type of causal reasoning consists of "causal links" holding between states of the world. The second is based on "qualitative simulation" of systems of continuous parameters related by qualitative constraints. The third, the "one parameter simulation", is a hybrid of the first two. These three types of causal descriptions are not alternative hypotheses, but apparently coexist in the expert's mind. (BS)

Prewitt Diaz, Joseph O.; Seilhamer, Emily Stella
The Effects of Migration on Reading Achievement, Physical, Social and School Adjustment on a Group of Migrant and Non-Migrant Puerto Rican Adolescents.
PUB DATE- 27 Jun 85
NOTE- 11p.; Paper presented at the Circum Mediterranean IACCP (International Association of Cross Cultural Psychology) Conference: "Ethnic Minority and Immigrant Research," (1st, Malmo, Sweden, June 27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Adolescents; Cross Cultural Studies; Cultural Influences; High Schools; Migrant Problems; *Migrant Youth; Migration Patterns; Mobility; *Puerto Ricans; *Reading Achievement; *Social Adjustment; *Student Adjustment
IDENTIFIERS- *Puerto Rico

Almost 300 non-migrant, migrant, return migrant, and circulatory migrant high school students participated in a study of the relationship of the level of adjustment to mainstream Puerto Rican society and the frequency of migration. No direct relationship between reading achievement and physical adjustment was found. However, as the level of cultural adjustment increased, evidence of physical adjustment became more noticeable. A relationship was also discovered between reading achievement in Spanish and school adjustment, but none between reading achievement and social adjustment. Return migrant students were found not to have developed reading skills in Spanish at the same rate as those who never migrated. Differences between nonmigrants and circulatory migrants in reading achievement indicated that mobility greatly impaired the acquisition of second language reading skills. There were no differences between the groups in physical adjustment. A performance of the Stepwise Multiple Regression Analysis suggested that the best predictor of reading achievement was school adjustment. A negative relationship between physical adjustment and reading achievement suggested that achievement will increase as soon as physical adjustment occurs. (RDN)

ED 258 774 RC 015 344

Grippin, Pauline C.; And Others
How Far Is the Ivory Tower from Reality in Preparing Teachers for Rural Settings?
College of St. Rose, Albany, N.Y.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 85
NOTE- 18p.; Paper presented at the American Educational Research Association Meeting (Chicago, IL, April 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Attitude Measures; *College Faculty; Comparative Analysis; *Disabilities; Elementary Secondary Education; Questionnaires; *Rural Education; Rural Schools; Teacher Characteristics; *Teacher Education
IDENTIFIERS- New York (Albany); New York (Upstate)

A study sought to identify and verify the characteristics of rural settings and teachers that, in the literature, are related to success in rural teaching of students with handicapping conditions and to compare college faculty expectations and attitudes with those of local education administrators and master teachers. A survey was conducted by mail questionnaire of rural local administrators (n=29) from upper state New York and college faculty (n=30) from an Albany private college. The survey contained 5 open-ended questions asking for characteristics which impact rural educational services to the handicapped and 20 attitude items. Comparisons made between rural educators and college faculty revealed differences in 8 of the 20 attitude items. Regarding the handicapped, more rural educators than college faculty were concerned about financial ramifications of providing services, had lower academic expectations, and had confidence in vocational education. More college faculty than rural educators expected non-teaching staff to be prepared to work with the handicapped. Results document a knowledge and attitude gap between rural educators and college faculty who train teachers and a lack of awareness of issues research considers important. Teacher training programs must be improved and based upon needs of rural settings. Following the narration are tables displaying questionnaire results, and a copy of the questionnaire. (PM)

ED 258 832 SE 045 828

Soviet Space Programs: 1976-80 (with Supplementary Data through 1983). Unmanned Space Activities. Part 3. Prepared at the Request of Hon. John C. Danforth, Chairman, Committee on Commerce, Science and Transportation, United States Senate, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Commerce, Science, and Transportation.

REPORT NO.- Senate-Prt-98-235
PUB DATE- May 85
NOTE- 390p.; For Part 2, see ED 257 672.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- *Aerospace Technology; Communications; *Satellites (Aerospace); Science History; *Space Exploration; *Space Sciences
IDENTIFIERS- Congress 99th; *USSR

This report, the third and final part of a three-part study of Soviet space programs, provides a comprehensive survey of the Soviet space science programs and the Soviet military space programs, including its long history of anti-satellite activity. Chapter 1 is an overview of the unmanned space programs (1957-83). Chapter 2 reports on significant activities in Soviet unmanned flight programs (1981-83), including space science activities, space applications, and military missions. Chapter 3 provides detailed information on Soviet unmanned scientific programs, considering the early years, suborbital programs, earth orbital development and science, the Soviet lunar program, and other areas. Chapter 4 provides additional information on applications of space activities to the Soviet economy, examining meteorological satellites, and space manufacturing. Chapter 6 discusses Soviet military space activities, documenting their uses of space systems for military purposes. (JN)

ED 258 847 SE 045 846

Sleeman, D.

An Attempt to Understand Students' Understanding of Basic Algebra.

Stanford Univ., Calif. Dept. of Computer Science.
PUB DATE- 84
NOTE- 36p.; A product of the Heuristic Programming Project. For related documents, see SE 045 844-845.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; Artificial Intelligence; *Cognitive Processes; Comprehension; *Computer Assisted Instruction; Junior High Schools; Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Models; Problem Solving; *Secondary School Mathematics
IDENTIFIERS- *Intelligent CAI Systems; Mathematics Education Research

This paper reports the results obtained with a group of 24 14-year-old students when presented with a set of algebra tasks by the Leeds Modelling System (LMS). These same students were given a comparable paper-and-pencil test and detailed interviews some 4 months later. The latter studies uncovered several kinds of student misunderstanding that LMS had not detected. Some students had profound misunderstandings of algebraic notation; others used strategies such as substituting numbers for variables until the equation balanced. Additionally, it appears that the student errors fall into several distinct classes: namely, manipulative, parsing, clerical and "random". LMS and its rule database have been enhanced as the result of this experiment, and so LMS is now able to diagnose the majority of the errors encountered in this experiment. Finally, the paper gives a process-orientated explanation for student errors, and re-examines related work in cognitive modelling in the light of the types of student errors reported in this experiment. Misgeneralization is a mechanism suggested to explain some of the mal-rules noted in this study. (Author)

ED 258 932 SP 026 110

Holman, E. Riley
Creative Teachers Speak.
PUB DATE- Feb 85
NOTE- 17p.; Paper presented at the Eastern Educational Research Association Conference (8th; Virginia Beach, VA, February 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Creative Activities; *Creative Development; *Creativity; *Divergent Thinking; Elementary Secondary Education; *Student Motivation; *Teacher Attitudes; Teacher Characteristics; *Teacher Role; Teacher Student Relationship

Information for this study was complied from teachers identified as creative to determine if, in their opinions, creativity can be developed or enhanced; and, if so, how it can be encouraged or developed in others. Subjects were 60 teachers seen as creative and interviewed by graduate students during the academic years of 1978-84. Teachers ranged in age from young adults to retired citizens and included both men and women. They taught at all levels and in all subject areas. Virtually all subjects stated that creativity can be developed and/or encouraged. Fifty-six subjects offered information as to how this may be done. This information was categorized, described, and discussed. The categories included: (1) teaching methods/techniques; (2) climate/atmosphere; (3) encouragement; (4) providing experiences; (5) teaching qualities; (6) reward/appreciation; and (7) promoting individuality. (Author/JD)

ED 258 947 SP 026 268

Kasambira, K. Paul
The Role of the Teacher as a Multicultural Educator.
PUB DATE- Jan 85
NOTE- 10p.; Paper presented at a Seminar in the Faculty of Education at the University of Zimbabwe, Africa.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Differences; Elementary Secondary Education; Ethnic Stereotypes; *Learning Strategies; *Multicultural Education; Positive Reinforcement; Racial Bias; Role Models; *Teacher Role

Because of the newness of the concept of multicultural education in many schools and the lack of published materials available to teachers, it becomes the responsibility of the teacher to design a program aimed at meeting the needs of their classes. Certain objectives may be achieved through reading books or stories about young people from different cultures and asking students to identify values, relate similarities to their own lives, roleplay unfamiliar situations, and evaluate the objectivity of the author. It is also the teacher's responsibility to develop lessons that are aimed at analyzing specific stereotypes. An important part of the teacher's role is to bring issues on racial differences and tensions to the classroom and discuss them professionally with the students. Another aspect of the teacher's role is that of becoming a resource person for the students; to collect, compile, and use community resources to enrich students' experiences and lives. It is important for the teacher to be a positive role model for the students by using appropriate language and behavior. (JD)

ED 259 024 TM 850 396

Jones, Robert F.; Vanyur, Suzanne

An Investigation of Gender-Related Test Bias for the Medical College Admission Test.

PUB DATE- Apr 85
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Entrance Examinations; *Females; Grade Point Average; Grade Prediction; *Graduate Medical Education; Higher Education; Males; Multiple Regression Analysis; Predictive Validity; Science Tests; *Sex Differences; *Test Bias; Test Use
IDENTIFIERS- *Medical College Admission Test

The Medical College Admission Test (MCAT) was examined for sex bias. Data for student samples from two midwestern state-supported medical schools were analyzed. The criteria included average course grades in each of the first two years of medical school. Tests comparing various regression models based on male and female subgroups generally failed to find significant differences in standard errors of estimate, regression slopes, or intercepts. The few exceptions to this overall finding centered on two regression models which included scores on the physics subtest, and to a lesser extent, the chemistry subtest. In conclusion, this study failed to find great support for the assumption of widespread bias in predicting the medical school performance of females from MCAT scores, as long as undergraduate grade point average and Skills Analysis: Reading scores were considered in the selective index. Caution was also advised in the weighting of physics scores. (Author/GDC)

ED 258 802 SE 045 798

Stefanich, Greg P.; And Others

Addressing Orthopedic Handicaps in the Science Classroom.

PUB DATE- 85
NOTE- 44p.; For related documents, see SE 045 796-799.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Oriented Programs; Computer Software; Elementary School Science; Elementary Secondary Education; Mobility Aids; *Physical Disabilities; *Science Activities; Science Careers; *Science Education; *Science Instruction; Secondary School Science; *Teaching Methods

This paper examines various topics and issues related to the teaching of science to orthopedically handicapped students. It includes: (1) brief descriptions of programs and materials for orthopedically handicapped students in elementary ("Elementary Science Study" and "Science A Process Approach II"), middle ("Science Activities for the Visually Impaired and Science Education for Learners with Physical Handicaps--SAVI/SELPH"), and secondary schools; (2) some general considerations of orthopedically handicapped students, guidelines for working with these students, and an illustration of how a life function impairment assessment could be used to develop appropriate mitigative strategies for a particular student; (3) case studies of individuals who have successfully overcome the physical and/or attitudinal barriers of their handicap; (4) a discussion of safety concerns, considering the duties of the teacher and the meaning of the phrase "reasonable and prudent judgment"; (5) information about career education programs for orthopedically handicapped students; and (6) a discussion of computer assisted instruction for handicapped students. A list of software (with title, grade level(s), source, and description) suitable for these students is included. (JN)

ED 258 876 SO 016 606

John Peter Zenger and the Freedom of the Press: 250th Anniversary, 1735-1985.

New York State Library, Albany.

PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Historical Materials (060)
DESCRIPTORS- *Court Litigation; *Freedom of Speech; *History Instruction; Instructional Materials; Journalism Education; Newspapers; Resource Materials; Secondary Education; *United States History
IDENTIFIERS- Law Related Education; *Libel; New York; Trials; *Zenger (John Peter)

This booklet accompanies the New York State Library exhibit of material related to the trial of John Peter Zenger. This 1735 trial established the legal precedent giving juries the power to decide libel suits. Labeled "the germ of American freedom," the trial was an important step in the development of American concepts of free speech and a free press. Complementing the exhibit and suitable for use in schools, this booklet includes a reprint of an article from the New York State Museum's publication "Naho" that gives an explanation of the trial, a bibliography of books and articles about the trial, information about trial proceeding documents held by the State Library, a summary of manuscript and archival sources, an explanation of the New York State Newspaper project that seeks to preserve the American heritage through newspaper conservation, and an overview of the State Library Services. (Author/IS)

ED 258 905 SO 016 658

Reed, Paul; Donisi, Marirosa

Interactive Computer Exercises for Undergraduates in the Behavioral Sciences.

PUB DATE- 85

NOTE- 6p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Behavioral Sciences; *Computer Assisted Instruction; *Computer Literacy; Experimental Psychology; Higher Education; Instructional Improvement; *Psychology; Research Methodology; Statistics; *Student Participation; Teaching Methods; Undergraduate Students

IDENTIFIERS- Interactive Computer Systems

A set of interactive computer exercises developed for undergraduate students in experimental psychology and statistics courses is described. Each exercise is part of a self-contained module composed of an on-line experiment, full supporting documentation introducing the student to a substantive area of psychology, data analysis, a quiz with accompanying solutions, and references for extended research. The primary purpose of the exercises is to introduce students to the basic methodological principles of behavioral research and to allow students to explore substantive areas of research by actively participating in user-friendly computer-run experiments. The quizzes at the end of each module illustrate some of the fundamental principles of experimental psychology by giving the students practice in identifying independent and dependent variables, discriminating within-subject and between-group experimental designs, and identifying possible sources of confounding variables. The set of programs includes on-line experiments, statistical analyses, and simulation of statistical processes. The real-time experiments include classic behavioral experiments such as reaction time and pattern recognition. In addition, two of the computer activities explore recent advances in human performance and personality research. (IS)

Wyatt, Mary, C.; Wyatt, Bert L.
Parent-Teacher-Student Conference Networks in Secondary Programs: A Model.
PUB DATE- 20 Mar 85
NOTE- 10p.; Paper presented at the National Vocational Home Economics Education Conference sponsored by the United State Department of Education (March 20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conflict Resolution; *Parent Student Relationship; *Parent Teacher Conferences; Parent Teacher Cooperation; Secondary Education; Student Evaluation; *Teacher Student Relationship

The Parent-Teacher-Student Network Model was developed to aid in development of open communication among parent, teachers, and students. A description is given of this model for parent-teacher-student conferencing which was designed to allow participants to discuss educational goals, resolve conflicts, plan strategies for achievement, and evaluate student progress. An outline is presented that lists the purposes of the conference, explains the interrelationships of the participants, and describes three conference phases. These phases include: (1) pre-planning; (2) the conference; and (3) the conference follow-up. While the burden of the work involved falls mainly on the teacher (planning, assembling pertinent information, preparing conference agenda, etc.), suggestions are offered for involving students and parents in meaningful dialogue with each other and with the teacher. (JD)

ED 259 009 TM 850 378

Madhere, Serge

Efficiency Analysis: Enhancing the Statistical and Evaluative Power of the Regression-Discontinuity Design.

PUB DATE- Apr 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Decision Making; Efficiency; Elementary Education; Elementary School Mathematics; *Evaluation Methods; *Evaluation Utilization; Hypothesis Testing; *Mathematical Models; Pretests Posttests; *Program Evaluation; Regression (Statistics); Remedial Mathematics; Research Design
IDENTIFIERS- *Efficiency Index; Evaluation Problems; Regression Discontinuity Model

An analytic procedure, efficiency analysis, is proposed for improving the utility of quantitative program evaluation for decision making. The three features of the procedure are explained: (1) for statistical control, it adopts and extends the regression-discontinuity design; (2) for statistical inferences, it de-emphasizes hypothesis testing in favor of interval estimation; and (3) it uses the limits of the confidence interval to qualify the level at which a program operates, rather than making a simple statement about goal attainment. Application of this procedure is illustrated with data obtained at grades 2, 3, 7, and 8 for a remedial mathematics program. Methods are suggested for making these evaluation results accessible and practical for educational decisionmakers through graphic presentations and by linking evaluation outcomes to particular administrative objectives, specific planning procedures, and a set of corrective and/or supportive program activities. (Author/GDC)

ED 258 761 RC 015 330

Butterfield, Robin; Larvie, Colleen
Thoughts from the Shadow of a Flame. The Indian Reading Series: Stories and Legends of the Northwest. Teacher's Manual. Level IV.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
NOTE- 130p.; For related document, see RC 015 331.
CONTRACT- 400-80-0105
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington DC 20402 (Stock No. 065-000-00129-2, $23.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; American Indian Education; American Indian History; *American Indian Literature; American Indians; Childrens Literature; Cultural Background; Elementary Education; *Language Arts; Language Experience Approach; *Learning Activities; Program Design; Program Implementation; Relevance (Education); *Supplementary Reading Materials; Teaching Guides; Tribes
IDENTIFIERS- Oral Tradition; *Pacific Northwest Indian Reading and Language Prog; *Pacific Northwest Tribes

This guide presents an overall plan for implementing Level IV of the Indian Reading Series, which features stories and legends of Northwest tribes in a supplementary reading and language arts development program for elementary grade Indian and non-Indian children. Introductory sections present the rationale of the program's language experience approach, state program objectives, discuss the Indian oral tradition, and give an historical perspective of Indian culture in pre-contact, reservation, and modern periods. The majority of the manual consists of suggested teaching activities for the 36 stories in 20 reading booklets for students. The following information is provided for each story: (1) geographical area from which the story came; (2) the story type; (3) new or unfamiliar words; (4) story summary including clarification of the values stressed; (5) teacher-guided activities; and (6) list of related student activity cards. The activities are designed to give students opportunities to practice reading, listening, speaking, and writing within a cultural context. They include discussing, role playing, pantomiming, reading aloud, retelling stories, and writing scripts and poetry. Explanation is provided for using the program to supplement units in social studies and science, to promote school-community communication, and to encourage better working relationships among students. (JHZ)

ED 258 787 RC 015 369

Forbes, Roy H.

State Policy Trends and Impacts on Rural School Districts.

Department of Education, Washington, DC.
PUB DATE- 15 Jul 85
NOTE- 35p.; Paper presented at the National Rural Education Forum (Kansas City, MO, August 12-14, 1985). For related documents, see RC 015 364-372.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Educational Change; Educational Innovation; *Educational Trends; Elementary Secondary Education; Government School Relationship; *Policy Formation; *Rural Education; *Small Schools; *State Programs; State School District Relationship; Trend Analysis
IDENTIFIERS- *Impact

Rural education may be the beneficiary of the current national focus on educational reform since concerns have centered on improving education for all students regardless of where they live, a direction not emphasized in most previous reform movements. The reforms bring challenges relating to teacher certification, curriculum, facilities, student services, and organization to rural educators and policymakers, but they also bring extraordinary opportunities for real progress. The movement toward reduced class size, increased services, higher standards, accountability, competency-based curriculum and expanded learning opportunities for students will probably continue to impact rural schools for the next 5 to 10 years. Trends reflecting concerns related to learning of thinking skills, efficient use of instructional technology, increases in early childhood education programs, and projected teacher shortages will provide additional challenges and opportunities for rural schools. These trends suggest states should inititate: incentive programs; curriculum development; teacher allocation formulas; rural school networks; allocation of materials, supplies, and equipment; facility renovation; recruitment and retention programs; staff development incentives; and instructional technology implementation. Recommended on the local level are community involvement, partnerships, regional foundations, networks, and use of instructional technology. Appropriate federal roles include collecting, processing, and disseminating demographic statistics; identifying networks; and supporting research. (NEC)

ED 258 818 SE 045 814

Bryant, Reba; And Others

Coal and Energy.

Tennessee State Univ., Nashville. Div. of Continuing Education.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 30 Jul 81
NOTE- 168p.; Some pages may not reproduce well. Requirements for the Energy Workshop, Tennessee State University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Coal; *Conservation Education; *Energy; *Energy Education; Environmental Education; Fuels; Mining; *Science Activities; Science Curriculum; *Science Education; Science Instruction; Secondary School Science; Units of Study

This teaching unit explores coal as an energy resource. Goals, student objectives, background information, and activity options are presented for each major section. The sections are: (1) an introduction to coal (which describes how and where coal was formed and explains the types of coal); (2) the mining of coal (including the methods and ways of transporting coal); (3) the use of coal (reviewing historical uses and current products); and (4) problems with using coal (assessing environmental and health related factors). Throughout the document several fact sheets are presented in a pictorial and graphic manner. References are given for films and publications that pertain to coal and/or energy-related issues. An appendix provides additional background information for teachers and activity possibilities for students. (ML)

ED 258 979 TM 850 255

Turner, Susan D.; And Others

Developmenal Writing Program: Annual Evaluation Report.

Hillsborough County Board of Public Instruction, Tampa, Fla.

PUB DATE- Sep 84
NOTE- 128p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Attitude Measures; Evaluation Methods; Inservice Teacher Education; Intermediate Grades; Pretests Posttests; *Program Effectiveness; Program Evaluation; *Program Implementation; Student Attitudes; Teacher Attitudes; Teaching Methods; Writing (Composition); *Writing Instruction; *Writing Skills
IDENTIFIERS- *Developmental Writing Program; *Hillsborough County Public Schools FL

The Hillsborough County (Florida) Developmental Writing Program (DWGP) was implemented in grades four to six during the 1983-84 school year. The DWP was evaluated to determine the degree of classroom implementation and program effectiveness. Many instructional innovations resulted from program implementation. Students exhibited improved writing skills as a result of participation in the program as evidenced by pretest and posttest scores. The program's effectiveness was reflected by students' higher achievement test scores in reading comprehension, language mechanics, and language expression. Teachers and students developed more positive attitudes toward writing as a result of their participation in the DWP. This final evaluation report consists of a program description, evaluation design, procedures, analysis and results, and conclusions and recommendations. Appendices include DWP control group end of year survey; teacher interview; program topics and procedures; teacher and student attitude surveys; interim report; holistic score scale; list of raters; writing sample growth charts; frequency distributions; inservice training component; and levels of use chart. The DWP Scoring Manual is attached. (DWH)

ED 258 994 TM 850 362

Nevo, David
Experts' Opinion: A Powerful Evaluation Tool.
PUB DATE- Mar 85
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cost Effectiveness; Credibility; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; *Formative Evaluation; *Human Resources; Models; *Opinions; Program Evaluation; School Districts
IDENTIFIERS- *Experts; Israel (Tel Aviv); *Tel Aviv Public Schools (Israel)

Experts' opinion is proposed as a valuable evaluation tool. Advantages of this method include the relative cost effectiveness when compared with other data collection methods. It is a time-saving method important in formative evaluation when a decision must be made concerning implementation of a course of action. When experts are carefully selected, their opinions add to the credibility of the evaluation. Experts' opinion may be used for the assessment of project goals and strategies which need to be evaluated at an early stage of the project. A systematic process for using experts' opinion consists of five major stages: (1) object identification; (2) sampling of experts; (3) presenting questions to experts; (4) obtaining experts' responses; and (5) synthesizing opinions. A large scale evaluation project, the Tel Aviv Evaluation (TAE) Project utilized this process. The TAE was developed to evaluate the projects included in the Tel Aviv Reinforcement and Enrichment Program to provide decision makers with relevant informtion to improve the Tel Aviv, Israel public schools. (DWH)

ED 259 039 UD 024 254

Hammerman, Herbert
A Decade of New Opportunity: Affirmative Action in the 1970s.
Potomac Inst., Washington, D.C.
PUB DATE- Oct 84
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affirmative Action; Disadvantaged; Educational Opportunities; *Employment Patterns; Federal Legislation; Federal Programs; Federal State Relationship; *Females; Income; *Minority Groups; *Personnel Policy; Poverty; Racial Discrimination; Sex Discrimination; Socioeconomic Status

This study investigates whether there were significant changes in the employment patterns of minorities and women in the 1970s, whether any such changes resulted from affirmative action, and whether affirmative action brought about fundamental changes in discriminatory personnel practices and systems. (Affirmative action here refers to that prescribed by Presidential executive order, defined by Federal rules and regulations, and enforced by administrative action.) Major findings are as follows. First, at the end of the decade both minorities and women had greater employment in higher-paid jobs than at the beginning. This was true in all sectors examined--private employment, government employment, to some extent in higher education, and in apprenticeships and union membership in the construction industry. Second, much of the change in employment is attributable to affirmative action. The fact that between 1974 and 1980 minorities and women made significantly greater gains in establishments of Federal government contractors in contrast to Federal government non-contractors illustrates this point. And third, there have been substantial systemic changes in industrial personnel practices. These have mostly been brought about by personnel management changes, including special training of supervisors, crediting Equal Employment Opportunity activities of supervisors, and developing professional staffs to monitor and oversee in-house equal opportunity programs. The relationship of education to equal employment opportunity is examined. Graphs, charts, and references are included in each section. (CMG)

ED 259 053 UD 024 323

Clark, M. L.
Gender, Race, and Friendship Research.
PUB DATE- Apr 85
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Affiliation Need; *Children; Elementary Secondary Education; *Friendship; Peer Acceptance; Peer Relationship; Preschool Education; *Racial Differences; *Sex Differences; Sex Role; Student Attitudes
IDENTIFIERS- Cross Race Interaction; Cross Sex Friendship; Same Sex Peers

Studies that included either gender or race in assessing the nature of friendships for children and adolescents were reviewed. Findings indicate that a sex and race cleavage in friendships is evident from the preschool years and persists throughout adolescence. Girls have more reciprocated and intimate friendships than boys, especially during adolescence. Female friendships are oriented toward issues of loyalty and commitment whereas male friendships are dominated by achievement and status issues. Black and White children make more cross-race friendship choices in classrooms where they are in the minority; more same-race choices are made in racially balanced classrooms. Cross-race acceptance is more positive now than in the past, and Black and White students with similar backgrounds are more likely to get along than those who differ. Cooperative-learning teams can increase cross-race friendships in school settings. The contributions of women and minorities to the friendship literature have had a differential effect on its direction, with the former concerning themselves with both sex and race and the latter concentrating more on intergroup relations then close relationships. (Author/KH)

ED 259 067 UD 024 341

New Directions in Late '80s. National Advisory and Coordinating Council on Bilingual Education. Ninth Annual Report, 1984-1985.

National Advisory Council on Bilingual Education, Washington, D.C.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 85
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Bilingual Education; Bilingual Education Programs; Bilingual Teachers; Educational Finance; *Educational Legislation; *Educational Research; Elementary Secondary Education; English (Second Language); *Federal Legislation; Limited English Speaking; Minority Group Children; Second Language Learning; Second Languages; State Legislation; *State Programs; Teacher Education

The first section of the ninth annual report of the National Advisory and Coordinating Council on Bilingual Education (NACCBE) provides an overview of the Council's functions and activities. It also discusses current bilingual education law; the changed structure of the advisory council; the new doors opened by the 1984 Amendments of the Bilingual Education Act; the language groups served by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA); multifunctional support centers; capacity building projects; and public hearing recommendations. Section 2 discusses the state of bilingual education at the national level, and also presents data from a number of states about state programs. Section 3 assesses the National Clearinghouse for Bilingual Education. Section 4 looks at relevant research. The final section offers recommendations for change. Appended are a glossary; a list of acronyms used in the report; OBEMLA and NACCBE budgets: 1983-85; NACCBE's charter; and the names and business addresses of NACCBE members. (RDN)

ED 258 775 RC 015 345

Deavers, Kenneth L.; Brown, David L.
Natural Resource Dependence, Rural Development, and Rural Poverty. Rural Development Research Report Number 48.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Jul 85
NOTE- 22p.; This study was originally prepared for the Resources for the Future Conference on Rural Development, Poverty, and Natural Resources (Airlie House, July 1983).
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Development; Disadvantaged Environment; Economic Change; Income; Low Income Counties; *Natural Resources; Policy Formation; *Population Trends; Poverty Areas; Public Policy; *Rural Areas; Rural Development; Rural Urban Differences; Social Change; *Socioeconomic Influences; *Trend Analysis; Urban to Rural Migration

Rural areas' population growth, location, level of economic activity and social well-being depend less on natural resource endowments than on such factors as transportation, communication, labor force characteristics, and urbanization. General causes of the 1970's urban-to-rural migration included fewer changes in the structure of agriculture, decentralized nonextractive economic activities, modernized rural life, and a rural residential preference. This migration has accelerated changes in the nonmetro employment structure which is becoming increasingly diverse and decreasingly agricultural. Despite a narrowing of metro-nonmetro income differences, rural America continues to have a disproportionate share of poverty which falls mostly on Blacks and Hispanics. A recent comparison of demographic, income distribution, economic structure, and human capital differences was made among counties classified as being directly concerned with natural resources. Intercounty variations were explained by investigating the effect of all factors considered. Findings indicated that 42% of all rural counties are natural resource dependent, only farming dependent counties trailed all nonmetro counties in median family income, and what differentiates persistently low income counties is their population profile and location, not economic base. Given these findings, no single sectoral policy will be appropriate in assisting rural development. Welfare reform would greatly benefit these areas. (PM)

Carbon Dioxide and the Greenhouse Effect. Hearing before the Subcommittee on Investigations and Oversight and the Subcommittee on Natural Resources, Agriculture Research and Environment of the Committee on Science and Technology, U.S. House of Respresentatives, Ninety-Eighth Congress, Second Session. (No. 119).

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

PUB DATE- 28 Feb 84
NOTE- 205p.; Document contains some small print and several photographs that may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- *Air Pollution; *Climate; *Environmental Influentes; Hearings; Oceanography; Physical Environment; Quality of Life; Technology; *Thermal Environment; Weather
IDENTIFIERS- *Carbon Dioxide; Congress 98th

Increased levels of carbon dioxide have contributed to the problematic phenomenon known as the greenhouse effect. Evidence has indicated that the rise in carbon dioxide levels could be accurately correlated with a rise in the Earth's mean temperature, a shrinking of the polar icecaps, and a resulting rise in the Earth's mean sea level. The problems resulting from this situation are reviewed in these proceedings. Individuals presenting testimony and/or providing prepared statements (and when applicable, supporting documentation) include: Carl Sagan; John Trabalka; Wallace Broecker; William Jenkins; John Hoffman; Thomas Malone; Rafe Pomerance; and James Kane. Topic areas disucssed are: (1) climate sensitivity; (2) carbon dioxide's effect on crops; (3) role of the oceans and rise in sea level; and (4) preindustrial carbon dioxide levels. A research timetable and program strategies are presented for reducing the greenhouse effect. One of the strategies emphasized by the Department of Energy is the expansion of a basic knowledge based on carbon dioxide buildup. It is recommended that data collection in this area precede impact assessments, plans, and policy options. (ML)

ED 258 862 SO 016 519

Maurice, S. Charles; Smithson, Charles W.

Pollution in America: The Trouble with Trash. Series on Public Issues No. 7.

REPORT NO.- ISBN-0-86599-017-4
PUB DATE- 83
NOTE- 33p.; For related documents, see SO 016 513-527.
AVAILABLE FROM- Public Issues, Center for Free Enterprise, Texas A&M University, College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Air Pollution; Business; Capitalism; Controversial Issues (Course Content); Decision Making; *Economic Factors; Economics Education; *Environmental Standards; Government Role; Hazardous Materials; Instructional Materials; *Noise (Sound); *Public Policy; Quality of Life; Secondary Education; Taxes; Waste Disposal; *Water Pollution
IDENTIFIERS- *Economic Impact

Examined in this booklet, one of a series intended to apply economic principles to major social and political issues of the day, are such questions as the origins of interest in combating pollution, why people pollute, continuing interest in the issue, the social costs of pollution, and a possible solution to the problem, all considered from an economic point of view. It is argued that the common thread among all forms of pollution is the existence of spillover costs passed from the polluter to the surrounding area, rather than absorbed as part of the production costs. Thus, factories pollute because the costs of pollution generally fall into areas which are not privately owned, such as the air or rivers. It is emphasized that assessing costs of pollution is often difficult, because the people affected are often already being compensated, by higher wages for more dangerous work or by paying less for housing near the noise of an airport. Graphs are used to demonstrate the marginal costs to society of additional units of pollution, the marginal benefits derived from lower costs for waste disposal, and the intersection of the two. With regard to present pollution control efforts, which focus on rules and subsidies to combat pollution, such efforts are expensive and might better be replaced by alternative methods. For example, a pollution tax matched to spillover costs or a market for pollution rights would permit a certain amount of pollution to be discharged and companies could vie in the marketplace to purchase these rights. (IS)

ED 258 891 SO 016 633

Patrick, John J.; Remy, Richard C.

Lessons on the Constitution. Supplements to High School Courses in American History, Government and Civics.

American Historical Association, Washington, D.C.; American Political Science Association, Washington, D.C.; Social Science Education Consortium, Inc., Boulder, Colo.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

REPORT NO.- ISBN-0-89994-301-2

PUB DATE- 85

NOTE- 310p.; For related document, see ED 235 096. Produced for Project '87, a joint effort of the American Historical Association and the American Political Science Association.

AVAILABLE FROM- Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($19.50; 20% quantity discount).

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Case Studies; Citizenship Education; *Constitutional History; *History Instruction; Instructional Materials; Learning Activities; Lesson Plans; *Political Science; Secondary Education; Social Studies; United States History; Units of Study

IDENTIFIERS- Federalism; Law Related Education; Supreme Court

These curriculum materials about various aspects of the United States Constitution are designed as supplements to high school courses in history, civics, and government. They include 60 original lessons for students, accompanied by lesson plans for teachers, and are divided into five chapters. Chapter I, "Documents of Freedom" includes the Constitution, amendments to the Constitution, amendments proposed but not ratified, and selected Federalist papers. Chapter II, "Origins and Purposes of the Constitution" covers the concept of a constitution, state constitutions, the Articles of Confederation, the Constitutional Convention, federalists and anti-federalists, the Bill of Rights, and the timetable of main events in the making of the Constitution. Chapter III, "Principles of Government in the Constitution," deals with the concept and operation of federalism, separation of powers, the judiciary, and civil liberties. Chapter IV, "Amending and Interpreting the Constitution," deals with amendments, constitutional conventions, political parties, and challenges to the Constitution. Chapter V, "Landmark Cases of the Supreme Court," analyzes 20 crucial Supreme Court cases. (IS)

ED 258 919 SO 016 683

Koroscik, Judith S., Ed.; Barrett, Terry, Ed.
Arts and Learning SIG Proceedings: American Educational Research Association Annual Meeting (New Orleans, Louisiana, April 23-27, 1984). Volume 2.
American Educational Research Association, Washington, D.C.
PUB DATE- 84
NOTE- 124p.; For Volume 1, see SO 016 682. Document contains small print throughout.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Art Activities; *Art Education; *Childrens Art; *Creative Expression; Drama; *Educational Research; Elementary Education; Evaluation Methods; Films; Freehand Drawing; Museums; Music; Nonprint Media; Photographs; Primary Education; Visual Arts; Young Children
IDENTIFIERS- Art Criticism

Sixteen conference papers representing diverse topics concerning research in the arts and presented as part of the 1984 Arts and Learning Special Interest Group (SIG) program of the American Educational Research Association are presented in the second of two volumes. Papers presented include: "First Graders' Conversations about Art Making: Social Life, Fantasy, Play, Verisimilitude, and Procedures" (Robin Alexander); "Film and Interest: An Analysis of Elementary School Children's Preferences for the Liveliest Art" (Carole Cox); "Children's Representations of Time in Music" (Carolyn Hildebrandt); "The Effects of Verbal Contextual Information on Visual Art Processing" (Judith Koroscik); "What is Said and What is Depicted: The Role of Medium, Referent, Age, and Knowledge in Representation: (Stuart Reifel); "Photographs, Contexts, and Interpretations" (Terry Barrett); "Developing an Instrument to Measure Dramatic Behavior" (Helane Rosenberg, Patricia Pinciotti, and Jeffrey K. Smith); "Differences among Ability Groups in the Performing Arts at the High School Level" (Patricia Swinell and Mark Hogrebe); "The Application of Questioning Strategy Research to Art Criticism Instruction" (Karen Hamblen); "The Research and Development Function of the 1983 Getty Institute for Educators on the Visual Arts" (Jean C. Rush, W. Dwaine Greer, and Hermine Feinstein); "The Philadelphia Museum of Art Institute as Research and Development" (Theodore Katz); "The Philadelphia Museum of Art as a Vehicle for Inservice Education" (Jesse Lovano-Kerr); "A Study of Infant Musical Productivity" (Linda Kelley and Brian Sutton-Smith), "Contextual Information Effects on the Categorization of Differences among Photographs" (Kathleen Desmond and Judith Koroscik); "Perspective Drawing as Problem Solving" (J. Anne Murphy); and "Strategies of Representation: Observational Drawings of Four- and Five-Year Old Children" (Cynthia Colbert). The conference program is appended. (LH)

ED 258 933 SP 026 121

McKellar, Nancy A.
Peer Tutoring: An Evaluation of the Relative Cognitive Benefits.
PUB DATE- 84
NOTE- 14p.; Paper presented at the National Association of School Psychologists Convention (Philadelphia, PA, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Students; Comparative Analysis; Helping Relationship; Higher Education; Interaction; Peer Relationship; *Peer Teaching; *Tutoring

The relative effectiveness of tutoring for both partners was examined by comparing tutoring with other learning activities that differed either in the amount of exposure to the learning materials or the presence of a helping relationship or both. The subjects were 160 undergraduates who were evaluated on their acquisition of Esperanto. Subjects who were given previous exposure to Esperanto did significantly better on the final test than those without such exposure, but being a tutor was no more beneficial than studying Esperanto alone. Although tutoring was not differentially effective in terms of overall achievement, four tutoring behaviors were found to be predictive of the achievement level of the tutoring pair: (1) tutors elaborated and brought in new information; (2) tutees asked their tutors what was important for them to know and remember; (3) tutors did not ask tutees what they did not understand; and (4) tutors did not give tutees incorrect information. It is suggested that the focus of future research should be on the effectiveness of specific tutoring behaviors. (Author/JD)

ED 258 948 SP 026 274

Blackburn, Katherine T.; Nelson, David

Differences Between a Group Using a Traditional Format with Mastery Learning and a Group Using a Traditional Format only in Developmental Mathematics Courses at the University Level: Implications for Teacher Education Programs.

PUB DATE- Apr 85
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Higher Education; *Lecture Method; *Mastery Learning; Mathematics Instruction; Preservice Teacher Education; Student Attitudes; *Teacher Education Programs

Two intermediate algebra classes at a large university were selected for this study comparing increase in mathematics achievement for students enrolled in a course that used either traditional lecture approach or a traditional lecture approach plus a mastery learning laboratory. The laboratory was staffed by tutors who administered and graded unit tests and provided tutoring. Students were required to pass unit tests with scores of at least 90% before taking the next unit test; if not, they returned later to take another version of the test. Students were assessed pre- and post-instruction in terms of achievement and attitudes toward mathematics. Findings indicated that the students in the mastery learning plus lecture approach achieved higher final examination scores and tended to have higher scores on a standardized algebra test when prior mathematics background was held constant. They also tended to have a more positive attitude toward mathematics and greater awareness of the importance of mathematics than did those students in the lecture-only approach. Implications for teacher education programs are discussed. (JD)

ED 258 964 SP 026 455

Takahashi, Hiroshi
In-Service Training for Teachers in Japan. NIER Occasional Paper 02/85.
National Inst. for Educational Research, Tokyo (Japan).

PUB DATE- Jun 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Translations (170)
DESCRIPTORS- Educational Legislation; Elementary Secondary Education; *Faculty Development; *Foreign Countries; *Government Role; *Inservice Teacher Education; Institutes (Training Programs); *National Norms
IDENTIFIERS- *Japan

The first section of this monograph presents an outline of the inservice training regulations for teachers in Japan, focusing upon the legal aspects and the functions of the state. Inservice education is compulsory for teachers, and its administration is governed by the Local Public Service Personnel Law. Descriptions are presented of the roles of the Ministry of Education, Science and Culture, and the Prefectural and Municipal Boards of Education. The outline provides points to be taken into consideration by the Prefectural Boards of Education when the boards organize inservice programs. In section two, descriptions are presented of inservice training programs for teachers divided into the following categories: (1) inservice training for new teachers; (2) inservice training for experienced teachers; and (3) inservice training for principals, vice-principals, and head teachers. Data on the content of the programs are illustrated by tables. (JD)

ED 258 877 SO 016 607

Patrizi, Fredric M.
A Classroom Movement Exercise for Teaching Neural Transmission.
PUB DATE- May 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Austin, TX, May 18-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Educational Research; Higher Education; Instructional Improvement; Learning Activities; Learning Processes; Learning Theories; *Movement Education; *Psychology; Teaching Methods; Undergraduate Students
IDENTIFIERS- *Neural Transmission

Because many students find the process of neural transmission difficult to understand, a classroom exercise was designed in which students bodily form themselves into the structure of a neuron and act out the process of neural transmission. The effectiveness of this exercise as a learning aid was tested by comparing two groups totalling 65 introductory-level psychology students. Both groups were taught by the same instructor. Following a lecture on neural transmission, the movement exercise group was compared to a simple review group on a 15-item quiz with the movement exercise group scoring significantly higher. A second experiment which attempted to replicate the results of the first did not show significant differences between experimental and control groups. However, it is suggested that movement-type exercises are worth developing to enhance both classroom enjoyment and learning, even though clear-cut advantages have not been proven. (Author/IS)

ED 259 025 TM 850 397

Larsen, John J.; Juhasz, Anne McCreary

The Knowledge of Child Development Inventory.

PUB DATE- 80
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Development; Child Psychology; *Child Rearing; *Criterion Referenced Tests; Higher Education; High Schools; Infant Behavior; Item Analysis; *Test Construction; Test Reviews; *Test Validity; Toddlers
IDENTIFIERS- *Knowledge of Child Development Inventory

The Knowledge of Child Development Inventory (KCDI), which is appended, is a 56-item multiple choice test of knowledge of child development from birth to age three. Test items were based on authoritative materials covering the cognitive, physical, emotional, and social development of young children. The KCDI was meant to be appropriate for use with young adolescents and lay populations such as parenthood education students. Normative data were obtained on the KCDI from a sample of 434 adolescent and adult females of varying backgrounds. The reading level was found to be 8.0, with a minimum of technical terminology. Test reliability was .93 and criterion validity was .83. A number of appropriate settings for administering this test were suggested. (Author/GDC)

ED 258 803 SE 045 799

Coble, Charles R.; And Others
Science for Learning Disabled Students.
PUB DATE- 5 Feb 85
NOTE- 24p.; For related documents, see SE 045 796-798.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Oriented Programs; Curriculum Development; Elementary Education; Elementary School Science; Exceptional Persons; High Schools; Junior High Schools; *Learning Disabilities; Science Activities; *Science Education; *Science Instruction; *Secondary School Science; *Teaching Methods

This paper examines various topics and issues related to the teaching of science to learning disabled (LD) students. It includes: (1) an overview of Public Law 94-142, the Education For All Handicapped Children Act and the nature of learning disabilities; (2) a general method for teaching science to LD students (Such as establishing a routine, limiting choices, ensuring that students are attending, giving students cues to facilitate remembering, sequencing instruction, differentiating between teaching and testing, and being specific in criticism and praise); (3) specific suggestions for teaching science to LD students (providing a list of eight LD student characteristics with corresponding classroom modifications); (4) a summary of curriculum development and research efforts, such as the Developing Coping and Cognitive Skills through Science Program and Project ECSEP: The Exceptional Children Science Education Program (an individualized science curriculum for LD junior high school students); and (5) a consideration of microcomputer applications (including a program designed to develop software and assess its effectiveness with LD junior high school students). (JN)

ED 258 819 SE 045 815

Chandler, William U.
Investing in Children. Worldwatch Paper 64.
Worldwatch Inst., Washington, D.C.
REPORT NO.- ISBN-0-916468-64-X
PUB DATE- Jun 85
NOTE- 69p.
AVAILABLE FROM- Worldwatch Inst., 1776 Massachusetts Ave., NW, Washington, DC 20036 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Rate; *Developing Nations; *Disease Control; Family Health; *Family Planning; Females; Foreign Countries; *Health Conditions; *Health Needs; International Cooperation; Living Standards; *Nutrition; Population Growth; Quality of Life; World Problems

This report emphasizes the need for action in improving human nutrition, health and the status of women in Third World countries. Special attention is directed to improvement in child health care practices. The report advocates a strategy that meshes short term needs of desperate families with long term requirements of ecological stability and economic development. A strategy of integrated development to meet basic needs in the Third World demands not just techniques that prevent death but policies that promote health. Statistics are provided of birth and death rates, child malnutrition cases, literacy rates, access to water figures, food production per capita, and work rates of women. Widespread discrimination against females throughout the Third World is particularly evidenced in health care practices. It is recommended that women receive better treatment in water, health and agriculturally related projects. Aspects of family planning are also discussed, and specific plans are reviewed for implementation in Africa and Asia. The report states the position that investments need to be made in family planning, health care, and education, so that long term benefits and savings in lives and money would result. (ML)

ED 258 848 SO 016 030

Educational Developments in Asia and the Pacific--A Graphic Presentation.

National Inst. for Educational Research, Tokyo (Japan).; United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- Oct 84
NOTE- 30p.; Graphic panels presented in color may not reproduce clearly. Tables contain small print throughout.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Comparative Education; Demography; Developing Nations; Dropout Rate; *Educational Development; Educational Finance; Educational Policy; Elementary Secondary Education; *Enrollment; Foreign Countries; Government Role; Graphs; Higher Education; *Literacy; *Population Distribution; Teacher Education; Teacher Student Ratio
IDENTIFIERS- *Asia Pacific Region

This booklet reproduces 25 graphic panels designed to depict the development of education in Asia and the Pacific. The contents are divided into five sections. The population section includes data on total population; percentage distribution of population estimates (total and school-age), 1985; percentage illiterate, estimates and projections by sub-region; estimated percentage variation in number of illiterates aged 15+ between 1970-1980; percentage distribution of the population according to education attainment; and out-of-school children and youth in the developing countries of the area. The section on school education structure includes one chart on national structure. The enrollment section includes enrollment by level of education; gross enrollment ratios at all levels of education and by sex; dropout rates; and percentages of students in higher education. The teachers' section includes data on teacher education levels and pupil-teacher ratios. The educational expenditure section covers educational expenditures as a percentage of Gross National Product and of government expenditure; per pupil expenditure; and percentage distributions of current public expenditure by level of education and on education by purpose. (IS)

ED 258 906 SO 016 661

Reams, Joanne Reppert
China: Background Notes Series.
Department of State, Washington, D.C.
REPORT NO.- DOS-7751
PUB DATE- Dec 83
NOTE- 17p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Order No. 7751, $2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Area Studies; Asian History; *Asian Studies; Comparative Education; *Cultural Awareness; Economics; Educational Practices; Foreign Countries; Government (Administrative Body); International Relations; International Trade; Physical Geography; Resource Materials; Travel
IDENTIFIERS- *China; Taiwan; United States

Concise background information on the People's Republic of China is provided. The publication begins with a profile of the country, outlining the people, geography, economy, and membership in international organizations. The bulk of the document then discusses in more detail China's people, geography, history, government, education, economy, and foreign relations; U.S.-China relations are specifically examined. Taiwan is discussed. A map of China is provided. Charts list the Chinese dynasties, the principal Chinese government and party officials, China's top 50 trading partners, and useful China-related addresses, e.g., Chinese foreign trade contacts, travel contacts, and cultural exchange groups. Statistical information is provided concerning the economy, the 1982 commodities composition, Chinese trade by areas and selected countries, and transportation and telecommunications. The Pinyin system of romanization is discussed, and travel notes are provided. A selected bibliography concludes the publication. (RM)

ED 259 010 TM 850 379

Grant, Grace E.

Future Professional Programs: A Clashing Separateness or a Human Context?

PUB DATE- Mar 85
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitudes; *Educational Researchers; *Meetings; Professional Associations; *Professional Development; Program Development; Program Effectiveness; *Program Improvement
IDENTIFIERS- *American Educational Research Association

This paper proposes an alternative means by which to produce improvement in the quality of professional convention programs. This method is one in which concern for professional relatedness supersedes a concern for individual competition. Dialogue as the first essential element in relatedness would encourage varied perspectives on research methodologies and interpretation of data. Discussion among presenters as well as audience perceptions would also be considered of importance. All aspects of the program process would be viewed as contributing to the professional development of the participants. Sessions would focus on fewer papers in order to allow deeper study. Wholeness, rather than fragmentation, of the group would be emphasized. This proposed approach would indicate a concern for individuals and human relatedness. (DWH)

ED 259 054 UD 024 327

Andrade, Sally J., Ed.

Latino Families in the United States. A Resourcebook for Family Life Education = Las Familias Latinas en los Estados Unidos. Recursos para la Capacitacion Familiar.

Planned Parenthood Federation of America, Inc., New York, N.Y.

SPONS. AGENCY- Pew Memorial Trust, Philadelphia, Pa.
PUB DATE- 83
NOTE- 165p.
LANGUAGE- English; Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Involvement; Demography; Ethnic Groups; *Family Life; *Family Life Education; *Health; Health Programs; *Hispanic Americans; Population Trends; Postsecondary Education; Program Development
IDENTIFIERS- Health Status

The primary objectives of this resource book are to increase family life educators' knowledge and understanding of Latinos and to encourage advocacy by Latinos for appropriate family life programs in their communities. English and Spanish versions of the same text are included. There are six chapters. Chapter 1 outlines the book's objectives and premises and briefly describes its content. Chapter 2 summarizes the history, cultural influences, demographic characteristics, and health status of Latinos in the United States, emphasizing the need to recognize the pluralistic nature of the Latino population and the central status of health aa a group priority. Chapter 3 presents an analytical discussion of Latino families, including cultural and societal sources of stress and of support. Chapter 4 provides a conceptual framework for health promotion strategies in Latino communities, and deals with four areas: nutrition, infant and child health, reproductive health, and stress management. Chapter 5 addresses the issues of family life program design and community participation. Finally, Chapter 6 argues that institutional orientation or philosophy will determine the success or failure of any program venture. Six appendices include a list of resource book contributors; an agenda of a conference ("Hispanic Family Life Education-A National Perspective"); correspondence between conference participants and Planned Parenthood leaders; a list of Latino organizations and networks; a chart indicating health prevention priority areas; a list of family life education curricula and materials; and a bibliography on Latino families. (KH)

ED 258 762 RC 015 331

The Indian Reading Series: Stories and Legends of the Northwest. Level IV. Books 1-21.

Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
NOTE- 775p.; For related document, see RC 015·330.
CONTRACT- 400-80-0105
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00124-1, $22.00).
LANGUAGE- English
EDRS Price - MF05/PC31 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Culture; *American Indian Literature; American Indians; *Childrens Literature; Cultural Background; Cultural Images; Elementary Education; Illustrations; *Legends; Picture Books; *Supplementary Reading Materials; Tribes
IDENTIFIERS- Oral Tradition; *Pacific Northwest Indian Reading and Language Prog; *Pacific Northwest Tribes

Designed as supplementary reading material for Indian and non-Indian children in the elementary grades, this series of 21 booklets presents 36 stories and legends of Northwest tribes. Stories in this fourth level of the six-level series were developed cooperatively by Indian people of reservations in the Pacific Northwest. Booklets range from 7 to 61 pages in length and contain numerous illustrations by Indian artists. The stories are grouped together by type: (1) stories that explain natural phenomena; (2) stories that emphasize Indian cultural values; (3) stories that explain cultural objects, ceremonies, or lifestyles; and (4) stories about spiritual beliefs. The first four stories provide an opportunity to compare and contrast the plateau, coast, and plains regions as well as the pre-contact, reservation, and modern periods of Indian culture. The trickster Coyote appears in 12 stories that stress Indian values. Description of culture stories are about tribal history, basket and canoe making, tanning hides, and traditional tribal dwellings. Student activity cards relate to the stories and are designed to promote creativity, expand awareness of Indian culture, and give additional practice in language arts skills. They include illustrated directions for making games, writing with pictographs, and preparing Indian foods. (JHZ)

ED 258 788   RC 015 370

Augenblick, John; Nachtigal, Paul M.
Equity in Rural School Finance.
Department of Education, Washington, DC.
PUB DATE- 15 Jul 85
NOTE- 30p.; Paper presented at the National Rural Education Forum (Kansas City, MO, August 12-14, 1985). For related documents, see RC 015 364-372.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Resources; *Educational Equity (Finance); *Educational Finance; Educational Needs; Elementary Secondary Education; Finance Reform; *Fiscal Capacity; *Information Needs; *Rural Education; School District Spending; School Support; *Small Schools

Rural education is characterized by diversity, isolation, and small enrollments. Because of these characteristics, equity in rural school finance is very difficult to achieve. Lacking a workable taxonomy which can accommodate the variations in rural reality, there is neither the information to accurately assess the adequacy of educational programs in small rural schools nor the ability to judge the capacity of rural communities to support adequate educational programs. Although rural schools comprise approximately three-fourths of the nation's school districts and enroll approximately one-third of the student population, this lack of information and inability of the rural constituency to coalesce into a viable political force means rural education has received little, if any, special attention from past school finance reform initiatives. Traditionally, states have acknowledged the "overburden" argument in the funding of rural schools which recognizes the higher per pupil costs related to small size. Recent school reform legislation, mandating additional courses and student and teacher evaluation programs, has added significantly to rural "overburden." Until we can assemble a data base on the real educational needs of rural communities and their ability to support those programs, debate about equity of rural school finance can only proceed at the emotional, political level. (Author/NEC)

ED 258 863 SO 016 520

Keim, Gerald
Is the Market Fair? Series on Public Issues No. 8.
REPORT NO.- ISBN-0-86599-019-0
PUB DATE- 84
NOTE- 24p.; For related documents, see SO 016 513-527.
AVAILABLE FROM- Public Issues, Center for Free Enterprise, Texas A&M University, College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Capitalism; Controversial Issues (Course Content); Economics; Economics Education; Instructional Materials; Salaries; *Salary Wage Differentials; Secondary Education; *Social Discrimination; Wages
IDENTIFIERS- *Fairness; Free Enterprise System; *Profits; Supply And Demand

In this booklet, one of a series intended to apply economic principles to major social and political issues of the day, the position is taken that questions of fairness have little meaning when discussing economic issues like prices, wages, and profits. It is argued that one reason for the frequent use of terms like fair and fairness is ignorance about the market and how the market determines prices, wages, and profits. Thus, the notion that market-determined value has little to do with the actual characteristics of products, services, or jobs but is instead a function of supply and demand in the relevant markets is very difficult for many to understand or accept. Fair and unfair are also terms that arouse people's emotions and are often used to rally support for or to attack other positions. Thus, it is suggested that economic understanding can be advanced by recognizing that virtually any market outcome will be perceived as favorable by some individuals and unfavorable by others. It is concluded that attempting to tamper with the market will only harm the economy, rather than create situations that some will see as fair. (IS)

ED 258 949 SP 026 275

Bontempo, Barbara T.; Digman, Sally

Entry Level Profile: Student Attitudes Toward the Teaching Profession.

PUB DATE- Apr 85

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Career Choice; *Education Majors; Higher Education; Interest Inventories; Preservice Teacher Education; *Student Attitudes; *Teaching (Occupation); Vocational Interests

IDENTIFIERS- West Virginia University

Results are presented of a study describing an attitude profile of undergraduate students at entry level in a teacher preparation program at West Virginia University. The study sought to identify attitudes and levels of commitment with which young people enter preparation for the profession of teaching. Questions addressed are: (1) What is the level of commitment to the teaching profession after one semester in a preparation program? (2) What influenced the decision to choose teaching? (3) What attitudes about teaching do these students bring to the program? (4) What attitudes toward children/youth do they hold? and (5) What are their career goals? A survey was conducted with students enrolled in an "Introduction to Education" course in the Fall, 1983 and Spring 1984 semesters. A total of 356 responses were received. Statistical information on responses to specific questions is presented in tables. In an analysis of total responses, a profile emerged of young adults possessing the kinds of attitudes, motivation, and commitment to the teaching profession that is vital in creating learning environments in schools that are caring, open, and challanging. Implications are discussed for possible changes in emphasis in teacher education programs. (JD)

ED 258 980 TM 850 256

Turner, Susan D.; And Others
Writing Enhancement Program: Annual Evaluation Report, August, 1984.
Hillsborough County Public Schools, Tampa, FL.
PUB DATE- Aug 84
NOTE- 118p.; Small print in figures 1-4.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Gains; Essay Tests; Evaluation Methods; High Schools; Holistic Evaluation; Inservice Teacher Education; Paragraph Composition; Pretests Posttests; Program Effectiveness; Program Evaluation; *Program Implementation; *State Programs; Test Manuals; Writing (Composition); *Writing Evaluation; *Writing Skills
IDENTIFIERS- *Hillsborough County Public Schools FL; *Writing Enhancement Program (Florida)

The Florida Writing Enhancement Program, for all tenth through twelfth grade students, as implemented in the Hillsborough County Public Schools, was evaluated. The program was designed to improve students' writing in the areas of composition, sentence formation, usage, and mechanics. This evaluation was conducted to determine whether the program was implemented according to state guidelines and whether the writing production of students improved as a function of their participation in the Writing Enhancement Program. The report describes the program, evaluation design, procedures, analyses/results, and conclusions/recommendations in detail. The development of competent writing skills was to be accomplished by the institution of uniform content and proficiency standards for grade and ability levels. The appendices include Paragraph Topics and Procedures, Essay Topics and Procedures, Writing Enhancement Program Scoring Logistics, and Writing Enhancement Program Raters. The program scoring manual is also included. (DWH)

ED 258 995 TM 850 363

McLean, Les

Drawing Implications for Instruction from Item, Topic, and Classroom-level Scores in Large-scale Science Assessment.

Ontario Inst. for Studies in Education, Toronto.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
PUB DATE- Apr 85
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Research was funded under contract by the Ministry of Education Ontario.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Bound Students; Instructional Improvement; *Item Analysis; *Item Banks; *Science Instruction; Science Tests; Scores; Secondary Education; Secondary School Science; *Student Motivation; Testing Programs; Test Results
IDENTIFIERS- *Ontario Assessment Pool Instrument

Data gathered from large-scale assessments in the Ontario Assessment Instrument Pool (OAIP) are examined. Implications for science instruction are to be found at the item level; the items should not involve more than two or three steps if the responses are to be informative. Items are collected and linked to provincial curriculum guidelines. These are given a preliminary trial in a few schools. When a few thousand items have passed the screening trials and reasonable coverage of the curriculum has been attained, many of the items are used in a field trial. An item sampling design is used to administer many of the items to a representative sample of students from the target population. Items were discussed in a set if they were coded to a topic and involved common content or technique. The sets were analyzed and assigned to one or more of seven categories according to the implications drawn. The categories are described and discussed. (DWH)

ED 259 040 UD 024 280

Parent Participation and the Achievement of Disadvantaged Students.
ERIC/CUE Digest, No. 27.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 4p.
CONTRACT- 400-82-0012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Community Involvement; *Disadvantaged Youth; Early Childhood Education; Educational Change; Elementary Secondary Education; Federal State Relationship Home Study; Low Income Groups; Minority Group Children; Parent Education; *Parent Participation; *Parent Role; *Parent School Relationship; Parent Teacher Cooperation; Social Class; Socioeconomic Status
IDENTIFIERS- Effective Schools Research

Key research in the literature on the relationship between parent participation and achievement is discussed, participation being defined in terms of activities both within and outside of the school. The research resists generalization because of the range of potential parent activities and the uncertainty about what they convey, but yields the following points: (1) it is difficult to isolate the influence of parent participation on achievement from the effects of social class and race, but parent participation appears to be associated with the enhanced achievement of low income students; (2) parental decision making is not particularly related to achievement and parent-school contacts are only marginally effective; however, a wide range of activities and programs do appear to have some effect on the character of the school and achievement, especially if they are oriented to the community's needs; (3) programs fostering parent involvement in at-home teaching improve achievement, particularly for low-income elementary school children, but more elaborate parental programs and parent education are needed; (4) the effective schools movement has played down parent participation, in the belief that it will weaken the school's responsibility for educating all children; and (5) the recent shift from Federal to an increasing State responsibility for education, together with renewed interest in parental choice, may have increased the potential for parents to participate in determining education in their communities. (RDN)

ED 259 068 UD 024 342

Rodriguez, Maria D.; And Others
A Study of the Spanish Translation of the Wechsler Intelligence Scale for Children-Revised with Puerto Rican Children and Adolescents.
SPONS. AGENCY- Department of Education, Washington, DC.; Hartford Public Schools, Conn.; Kellogg Foundation, Battle Creek, Mich.; Puerto Rico State Dept. of Education, Hato Rey.
PUB DATE- 27 Jun 85
NOTE- 7p.; Paper presented at the Circum Mediterranean IACCP (International Association of Cross Cultural Psychology) Conference: "Ethnic Minority and Immigrant Research" (1st, Malmo, Sweden, June 27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Cross Cultural Studies; *Cultural Differences; Elementary Secondary Education; *Intelligence Tests; Migrant Youth; *Predictive Validity; *Puerto Ricans; *Test Reliability; Translation
IDENTIFIERS- *Escala de Inteligencia Wechsler Ninos Revisada; *Wechsler Intelligence Scale for Children (Revised)

Two studies were performed with Puerto Rican children and adolescents in Puerto Rico and Connecticut to determine the reliability and predictive validity of the Spanish translation of the Wechsler Intelligence Scale for Children-Revised, the Escala de Inteligencia Wechsler para Ninos-Revisada (EIWN-R). Results suggest that the EIWN-R is a reliable measure when used with groups of this kind. Although the scale seems reliable, further investigation should be conducted to determine the cultural appropriateness of various items in the Verbal Scale. The need for norms for the Puerto Rican population is supported in these studies, though with a limited sample, by the lower IQ mean score. The use of American norms with Puerto Rican children in the United States might result in inappropriate placement of children in special education. (RDN)

ED 258 834 SE 045 831

Fraser-Abder, Pamela

Development, Implementation and Evaluation of the Science - A Process Approach for Trinidad and Tobago SAPATT Science Curriculum (Phase 1).

PUB DATE- Apr 85
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Curriculum Development; Elementary Education; *Elementary School Science; Instructional Materials; *Process Education; *Science Course Improvement Projects; Science Curriculum; Science Education; Student Attitudes; *Teacher Developed Materials
IDENTIFIERS- Science A Process Approach; Science Education Research; *Trinidad and Tobago

This report traces the development of science education, particularly the elementary science curriculum, in Trinidad and Tobago. Problem areas are identified that have influenced science instruction and/or the lack of it. A model is presented for teacher involvement in elementary science curriculum development. Through this approach, approximately 700 teachers were involved with curriculum writing from 1977-1983. The teachers also helped in the implementation of Science - A Process Approach for Trinidad and Tobago (SAPATT). An evaluative study of the SAPATT curriculum is presented and includes: (1) the research plan; (2) statement of problems; (3) methodology (attitude, implementation, evaluation); and (4) present phase of study (procedures, results). The study reveals that high scores have been achieved by SAPATT students and that teachers evidenced significant interest and participation levels in the program. It is recommended that all schools, private and public, should use the program and that SAPATT teacher's guides be distributed to all schools. (ML)

ED 258 934 SP 026 122

Schalock, Del; Fielding, Glen

Integrating Teaching and Testing. A School-Based Staff Development Program for Improving the Quality of Instruction in High Schools. A Resource Guide for Teachers.

Oregon State System of Higher Education, Monmouth. Teaching Research Div.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 85

NOTE- 113p.; Printed by Oregon Educational Cooperative Press. For the final report, see SP 026 123; for the handbook see ED 257 821.

CONTRACT- 400-82-0013

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Achievement Tests; *Inservice Teacher Education; *Instructional Design; Mastery Learning; Secondary Education; Secondary School Teachers; *Student Evaluation; *Testing; *Test Interpretation; *Test Results

This handbook deals with the specifics of integrating teaching and testing in the context of high school classes. It is part of a school-based staff development program for high school teachers and is designed to have faculty members in a department work as a team. Colleagues are asked to help one another develop instructional units and courses that effectively integrate teaching, testing, and the use of test information. The program is divided into a basic training program and an advanced training program. The basic program focuses on six essential teaching/testing practices: (1) formulating learning goals in a unit of instruction, and determining the emphasis each is to receive in instruction and assessment; (2) developing an assessment plan for the unit; (3) matching tests and other assessment procedures to the learning goals, and assuring quality in test design; (4) setting and applying standards for goal attainment; (5) providing feedback to students and suggesting ways that learning may be improved; and (6) adapting instructional plans and procedures to accommodate student progress. In the advanced program, these practices are extended to the design of courses, and working with slow and fast learning students. The program also addresses the issues of grading, course evaluation, and translation of goal-based course plans into course descriptions for students and parents. (JD)

ED 258 965 SP 026 457

Gress, James R.
Incentives for Teaching: A Survey of Community Perceptions and Support.
PUB DATE- Feb 85
NOTE- 13p.; Project to Design Teacher Incentive Structures.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Ladders; *Community Attitudes; Educational Attitudes; Master Teachers; Merit Pay; *Public School Teachers; *Staff Development; Teacher Certification; Teacher Recruitment

A community survey was undertaken to assess public opinion on five educational issues: (1) teacher recruitment, preparation and certification; (2) professional career ladders and master teacher roles; (3) school staff development; (4) merit salary increases; and (5) teacher image. Respondents (142) included businesses and residences with and without school-aged children. Overall community response to the survey's assertions about changes in teacher recruitment, preparation and certification, career ladders and master teachers, school staff development, merit pay and teacher image were in general very positive. Responses seemed most favorable with respect to teacher recruitment, career ladders and master teachers, staff development, and, in a more limited way, merit pay proposals. Least favorable response was with respect to teacher preparation, certification, and image. Data on responses to questionnaire statements are presented on tables. Brief analyses are presented on the responses. (JD)

ED 259 026 TM 850 398

Alford, David W.
IQ Test Controversy: Past, Present, and Future Trends.
PUB DATE- 84
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Culture Fair Tests; Educational Trends; Elementary Secondary Education; Futures (of Society); Intelligence; Intelligence Differences; *Intelligence Quotient; *Intelligence Tests; Nature Nurture Controversy; Response Style (Tests); Test Bias; *Testing Problems; *Test Use

The controversies surrounding the use of intelligence quotient (IQ) tests with children are summarized. This article discusses what intelligence is and how intelligence is measured. It also examines factors which can affect measurement, including examiner training or bias, examinee age, misinterpretation of test scores, and poor tests. The appropriate uses of IQ tests are considered, as well as the abuses. Past, present, and future trends in intelligence testing are described. It is concluded that since trends suggest that more rather than less IQ testing will occur, efforts should be directed at developing better tests and reducing abuses. (GDC)

ED 258 776 RC 015 346

Toro, Leonor; And Others

America - Las Americas. Belize, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, and Panama.

Connecticut State Migratory Children's Program, New Haven.

SPONS. AGENCY- Hamden-New Haven Cooperative Education Center, Conn.

PUB DATE- 84

NOTE- 368p.; Published quarterly.

AVAILABLE FROM- Migratory Ethnic/Arts Component, 1450 Whitney Ave., Hamden, CT 06517-2497.

LANGUAGE- English; Spanish

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Collected Works - Serials (022)

DESCRIPTORS- Bilingual Instructional Materials; *Biographies; Black History; *Cultural Background; Cultural Education; Elementary Education; Elementary School Mathematics; Hispanic Americans; Language Arts; *Latin American History; *Leaders; *Migrant Education; Periodicals; Social Studies; Units of Study

IDENTIFIERS- Belize; *Central America; Costa Rica; El Salvador; Guatemala; Honduras; Nicaragua; Panama

These publications were written for teachers to use with migrant children in elementary grades to highlight individual differences between the countries that make up the Americas by providing historical, geographical, and cultural information about them on a quarterly basis. The three issues presented here focus on nations of Central America with attention also to aspects of Black history. The table of contents in each issue indicates language--Spanish and/or English--in which articles are written. Each issue focuses on two or three Central American nations providing historic, geographic, economic, and cultural overviews for each. The Guatemala and Belize issue features interviews with two Guatemalan students and biographies of Pedro de Alvarado and General Justo Rufino Barrios. The El Salvador and Honduras issues include banana and plantain recipes, native songs, and the accomplishments of some Black pioneers in medicine. Features in the Nicaragua, Costa Rica, Panama issue include Nicaraguan recipes, the poetry of Ruben Dario, the Somoza family history, retrospectives by two educators from Panama, and Arthur Schomburg's contributions to Black history. Throughout the text are topic-related time-lines, word lists and word search puzzles. The magazines also employ maps, illustrations, activity pages, and an English language "math corner." (PM)

ED 258 804 SE 045 800

Murphy, Elaine M.

World Population: Toward the Next Century. Revised Edition.

Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- May 85
NOTE- 20p.; For first edition see ED 210 182.
AVAILABLE FROM- Population Reference Bureau, 2213 M St., NW, Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Developed Nations; Developing Nations; Elementary Secondary Education; *Environmental Education; Global Approach; Interdisciplinary Approach; *Learning Activities; *Population Education; *Population Trends; *World Problems

This document consists of answers to questions on various aspects of world population. They are: What is the population of the world? How fast is the population of the world growing? When will the population of the world stop growing? Is the term "population explosion" accurate? Why did this sudden growth occur? Did people have more babies than ever before? What is the impact of rapid population growth? Wasn't the current famine in Africa caused by rapid population growth? Why does it take so long to slow or stop population growth, even after birth rates go down? Which policies are most effective in reducing population growth? What is happening in China, India, Mexico, and other places with rapid population growth? What about developed countries? Given this rather complex picture, what conclusion can be drawn about world population growth? Also included is a 1985 world population data sheet (with lists of countries by continent), a glossary of population and development terms, two worksheets, and suggestions for further reading. (JN)

ED 258 820 SE 045 816

White, Arthur L.; Berlin, Donna F.

An International Consortium for Concept Learning Research in Four Countries (U.S.A., Trinidad and Tobago, Costa Rica, and Mexico).

PUB DATE- 85
NOTE- 7p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; Calculators; *Cognitive Development; Computer Simulation; *Concept Formation; *Consortia; Cooperative Programs; Educational Improvement; Elementary Secondary Education; International Cooperation; *International Educational Exchange; *International Programs; *Science Education; Technology
IDENTIFIERS- Costa Rica; Mexico; *Science Education Research; Trinidad And Tobago

This report presents a rationale for development of an international perspective on the role of research in the improvement of science education in particular and education in general. Costa Rica, Trinidad and Tobago, Mexico and the United States are the participating countries. Topics discussed include: (1) goals and directions for science education research; (2) needs and resources for effective science education research; and (3) the role of a science education research consortium in the improvement of the research program in the country. The symposium will specifically focus on the use of technology to facilitate the transition of young children from concrete understanding of concepts to abstract thought. An aspect that is unique to the needs and resources of each country will be examined. The United States will focus on the influence of computer simulation activities on the development of pattern recognition and extension. Costa Rica will center on calculator activities' effect on numeration and place value understanding. Black and white computer simulations' effects on pattern recognition and extension will be explored in Trinidad and Tobago. Mexico intends to replicate the U.S. study with an emphasis on Spanish verbal components. (ML)

ED 258 849 SO 016 217

Salinger, Marion C.; Wilson, Donald C.
Canada in American Schools: A Janus Look. A National Study on the Teaching of Canada in American Schools. Occasional Paper Series, Number 14.
Duke Univ., Durham, N.C. Center for International Studies.
REPORT NO.- ISBN-0-916994-25-9
PUB DATE- 84
NOTE- 96p.; Data tables and Appendix C contain small print that may not reproduce clearly.
AVAILABLE FROM- Center for International Studies, Duke University, Durham, NC ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- Case Studies; Comparative Analysis; *Educational Needs; *Educational Practices; Educational Research; Elementary Secondary Education; Information Sources; Instructional Materials; *Social Studies; *Teacher Attitudes; Teaching Conditions
IDENTIFIERS- *Canadian Studies

This study was undertaken to determine what human factors, teaching materials, and situational conditions foster teaching about Canada in American schools. Case studies of secondary schools were conducted, teachers completed questionnaires, and social studies supervisors and other educators were interviewed. This report presents an analysis of the eight case studies, provides a synopsis of the teachers' perceptions of factors that influence their teaching of Canada, and contains conclusions and recommendations. Teaching about Canada varies in quality and frequency in American schools. There is a growing recognition of the need to include the study of Canada in high school courses. Educators stressed the need for students to study Canada comparatively in a North American context and in world studies. The most successful efforts in enhancing the teaching about Canada have been the services of the Canadian consular offices. More teaching materials are needed. It is recommended that the Canadian Studies Centers and the U.S. Department of Education encourage teaching about Canada by supporting curriculum projects and organizing teacher institutes. (RM)

ED 258 878 SO 016 609

Cohn, Marlene
How to Teach the 1984 Elections. How to Do It, Series 3, No. 1.
National Council for the Social Studies, Washington, D.C.
SPONS. AGENCY- League of Women Voters Education Fund, Washington, D.C.
PUB DATE- Feb 84
NOTE- 9p.; For other "How to Do It" issues, see SO 610-613
AVAILABLE FROM- National Council for the Social Studies, 3501 Newark St., N.W., Washington, DC 20016 (1-9 copies, $2.00 each; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Citizen Participation; *Citizenship Education; Citizenship Responsibility; Community Resources; Community Study; *Elections; Elementary Secondary Education; Political Issues; Political Science; Politics; Resource Materials; *Social Studies; Teaching Guides; *United States Government (Course); Voter Registration; Voting; Voting Rights
IDENTIFIERS- Law Related Education; Political Parties

This guide was prepared to help elementary and secondary social studies teachers use the 1984 elections as a tool to teach about American government and politics. The goal is to help students use their town, country, or city as their classroom and to use newspapers, community resources, campaign materials and activities, and the broadcast media as their texts. Background information, discussion questions, topics to research, and learning activities are provided to show students how to draw a political profile of their community, how to register and vote, how to understand political parties, how to follow a campaign, how to see through images and distortions, how to rate the candidates, how to make election day meaningful, and how to understand the Electoral College. Sources of information are annotated. (RM)

ED 258 892 SO 016 634

Garrett, Judith; Yarbro, Judy

Case Studies Every Day. Using "The Dallas Morning News" in Law-Related Education.

Dallas Morning News, TX. Educational Services.

PUB DATE- 83
NOTE- 15p.
AVAILABLE FROM- The Dallas Morning News, Communications Center, Dallas, TX 75265 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Case Studies; Consumer Protection; Courts; Criminal Law; Due Process; Elementary Secondary Education; Intermediate Grades; Juvenile Courts; Learning Activities; *Legal Education; *Newspapers; Units of Study
IDENTIFIERS- Civil Law; Consumer Law; *Law Related Education

Intended to help teachers of law-related education direct student's critical thinking by examining case studies in everyday newspapers, this booklet contains seven activities suitable for use with intermediate and secondary students. By examining daily newspapers and participating in the activities, students (1) determine ways in which the law affects their daily lives; (2) focus attention on newspaper coverage of crimes committed; (3) become aware of the use of contracts in daily life and how a "breach of contract" can lead to court; (4) develop advocacy skills, broaden their knowledge of courtroom procedures, and enhance their abilities to determine evidence based on facts; (5) become aware of consumer law; (6) examine the nature of newspaper coverage of juvenile cases; and (7) attend a trial in progress at the nearest courthouse. Although activities are designed for use with "The Dallas Morning News," they are general enough for use with any daily newspaper. For each lesson, objectives, procedures, follow-up activities, and lesson variations are presented. Repetition of the activities with different editions of the newspaper can be used to extend the lessons. (LH)

ED 258 920 SO 016 700

Johnson, Roger N.; And Others
Attitudes Concerning Nuclear War in Finland and the United States.
PUB DATE- 24 Mar 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Behavioral Science Research; *Community Attitudes; Comparative Analysis; Disarmament; Foreign Countries; *Nuclear Warfare; Public Opinion; *Social Attitudes; Surveys
IDENTIFIERS- *Finland; *United States

Four hundred and seventy residents of Ridgewood, New Jersey, and 493 residents of Jyvaskyla, Finland, were randomly selected and interviewed about their attitudes concerning nuclear war. In each area, a high proportion of the sample believed that some kind of nuclear incident is likely in the next decade. The vast majority stated that a nuclear war could not be won and that they expected to die in the event of war. About three-quarters in both communities seldom discuss nuclear issues with anyone, including their own children, and only one-quarter of the United States sample and about half of the Finnish sample have ever done anything personally to oppose the arms race. About half of the Americans and three-quarters of the Finns said that the United States was not doing everything possible to prevent nuclear war, and many in both groups favored disarmament. Males in both groups were more likely to believe that nuclear war is winable and survivable. "Survivalists" and "activists" differed on many key questions. Other issues are discussed, particularly with reference to numerous recent studies concerning nuclear attitudes. Also discussed is the issue of advocacy research and the role of the behavioral sciences in dealing with the nuclear threat. (Author)

ED 259 011 TM 850 380

Dillon, J. T.
Finding the Question for Evaluation Research. Paper and Report Series No. 102.
Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 36p.
CONTRACT- NIE-400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classification; *Evaluation Methods; Evaluative Thinking; Program Evaluation; *Research Design; Research Methodology; Research Needs
IDENTIFIERS- *Evaluation Research; Northwest Regional Educational Laboratory; *Questions; Question Types

Evaluation research is conceived as a question answering process. Four strategies are suggested which emerged from four approaches to the study of questions. Evaluation questions must be identified and classified before research can effectively begin. This paper discusses the four approaches to studying evaluation research questions and their implications for practice. The presentation is organized under the headings: Identifying the Question; Posing the Question; Answering the Question; and Reporting the Answer. The importance of selecting the right question for evaluation research is emphasized. Systematic methods for locating appropriate questions for evaluation research are identified. These include: (1) classifying the questions that can be asked before identifying the question; (2) analyzing the question before posing it; (3) making a dummy of the answer before addressing the question; and (4) stating the question again before stating the answer. (DWH)

ED 258 907 SO 016 662

Reams, Joanne Reppert
Taiwan: Background Notes Series.
Department of State, Washington, D.C.
REPORT NO.- DOS-7791
PUB DATE- Sep 83
NOTE- 9p.; Maps may not reproduce clearly.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Order No. 7791, $2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Area Studies; Asian History; *Asian Studies; Comparative Education; *Cultural Awareness; Cultural Background; Economics; Educational Practices; Foreign Countries; Government (Administrative Body); International Relations; International Trade; National Defense; Physical Geography; Political Issues; Politics; Religion; Resource Materials; Travel
IDENTIFIERS- *Taiwan; United States

Concise background information on Taiwan is provided. The publication begins with a profile of Taiwan, discussing the people, geography, political establishment, and economy. A map of the country is provided. The bulk of the publication then provides more detailed information on Taiwan's people, geography, history, administration, political conditions, economy, defense, and foreign relations. Relations between Taiwan and the United States are discussed. Principal officials in the Taiwan government are listed, and travel notes, including a discussion of climate and clothing, immigration, health, telecommunications, and transportation are provided. A bibliography of supplementary information is included. (RM)

ED 258 981 TM 850 267

O'Neal, Sandra W.

CTBS Testing: Albuquerque Public Schools District Report, Spring 1984.

Albuquerque Public Schools, NM. Instructional Research, Testing, and Evaluation.
PUB DATE- Apr 84
NOTE- 52p.; Small print in some figures.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; *Basic Skills; Elementary Education; Instructional Improvement; Language Skills; Mathematics Achievement; National Norms; Reading Achievement; School Districts; State Programs; Test Interpretation; *Test Results; Test Use; Trend Analysis
IDENTIFIERS- *Albuquerque Public Schools NM; *Comprehensive Tests of Basic Skills

The Comprehensive Tests of Basic Skills (CTBS) battery are administered in New Mexico school districts as part of a state mandated assessment program. The tests are administered to students in grades three, five, and eight to measure achievement in the basic skills areas of reading, language, and mathematics. This report contains various types of test data which are to be used for the modification of the basic instructional program in the Albuquerque Public Schools (APS). The CTBS, Form U and its subtests are described. The 1984 test results for individual APS schools and average percentile ranks across the district are presented in graph format. Test scores for each grade level of APS students are better than student scores in the national norming population on every content area subtest. Average percentile scores compare the performance of APS students to the national norm group; the range of average performance is from the 40th to 60th percentiles. School by school data show the percentage of students in the below average, average and above average ranges in the CTBS major content areas. Student attendance and mobility rates for each school are included since these factors may impact group performance. (DWH)

ED 258 905 TM 850 364

Passow, A. Harry
Developing Character: Transmitting Knowledge--The Thanksgiving Statement--One Assessment of a Statement on Education Policy.
PUB DATE- Apr 85
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). For original statement, see ED 251 381.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; *Educational Change; *Educational Policy; Elementary Secondary Education; Opinion Papers; *Position Papers; *Values Education
IDENTIFIERS- Criticism; *Developing Character Transmitting Knowledge

Developing Character: Transmitting Knowledge, a statement signed by 27 educators intended to sustain the momentum for reform in American education, is discussed and critiqued. The author declined to sign the Statement and was asked to critically evaluate it. The Statement presents nine major issues, follows with a discussion of each, and concludes with a set of recommendations concerning each issue. Although the report criticizes the national reform reports for not dealing adequately with the topic of youth character, the Statement avoids such strategies as values education or sex education, and seems not to come to grips with the elements of character development which require cognitive and affective development and the creation of a climate of community in the school. The recommendations are viewed by this critic as restatements of the recommendations from some of the national reform reports such as "A Nation at Risk." He believes the recommendations are conservative and traditional and stray from the focus on character development of youth. By attempting to deal with the whole of education and schooling rather than those issues and recommendations concerning character development, the result is a Statement which is too traditional, too conservative, and too general. (Author/DWH)

ED 259 027 TM 850 399

Marshall, Hermine H.; Weinstein, Rhona S.

"It's Not How Much Brains You've Got, It's How You Use It": A Comparison of Classrooms Expected to Enhance or Undermine Students' Self-Evaluations.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Inst. of Mental Health (DHHS), Bethesda, Md.; Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 85
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
GRANT- NIE-G-80-0071; NIMH-1-ROH-MH34379-01
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Aptitude Treatment Interaction; Classroom Observation Techniques; Classroom Research; Elementary School Students; Elementary School Teachers; *Expectation; Grade 5; High Achievement; Intermediate Grades; Low Achievement; Models; Motivation Techniques; Self Evaluation (Individuals); Student Evaluation; Student Evaluation of Teacher Performance; Student Responsibility; *Teacher Attitudes; *Teacher Student Relationship; *Teaching Styles
IDENTIFIERS- Classroom Dimensions Observation System; *Teacher Expectations; Teacher Treatment Inventory (Weinstein et al)

Two fifth grade classrooms representing the extremes of classrooms where students perceived high and low differential teacher treatment were studied to obtain a more in-depth picture of the nature of classrooms that are expected to have contrasting effects on students' expectations and self-evaluations, and to begin to explore a model of classroom factors contributing to the development of students' self-evaluations. In the low compared to the high student-perceived differential treatment classroom, more strategies were used which minimized the opportunity for comparisons between students' ability levels, e.g. divergent tasks, heterogeneous grouping, expressions of respect for individual differences in ease of learning, use of errors for learning rather than for peer comparison. The model--including the influence of other features within the classroom context which may overcome the effect of potentially detrimental factors--generally received support from this analysis. The importance of teachers' beliefs about the nature of ability and teachers' responsibility and effectiveness in implementing strategies for low achievers was also noted. (Author/EDC)

ED 259 069 UD 024 343

Foley, Eileen; Warren, Constancia
Dropout Prevention: A First Step. The Story of New York City's Implementation of Education Law 3602(25) Relating to Attendance Improvement and Dropout Prevention.
Public Education Association, New York, N.Y.
SPONS. AGENCY- Foundation for Child Development, New York, N.Y.; Morgan Guaranty Trust Co., NY.; New York Community Trust, N.Y.
PUB DATE- 85
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Educational Finance; High Schools; Program Evaluation; *Program Implementation; *State Aid; State Programs; *State School District Relationship
IDENTIFIERS- *New York; *New York (New York)

The findings of a task force study of New York City's implementation of a State dropout prevention law are provided in this report. An introduction describes briefly the historical background of the legislation, called the Attendance Improvement-Dropout Prevention program, which provided $28 million in supplemental funds to school districts with poor attendance rates. The introduction also outlines the study's purpose and organization. Five chapters follow, each addressing a different aspect of the legislation's implementation in New York City, which received 80% of the available funds. Chapter 1 discusses the political context in which the legislation emerged. An analysis of the explicit provisions of the legislation is presented in Chapter 2. Chapter 3 presents a chronology of the various intergovernmental actions which were required to bring the policy to the doorstep of implementation. Chapter 4 details the efforts of five community school districts to plan and implement programs. It pays special attention to the political and organizational characteristics of those districts, as well as the attitudes of the school personnel which circumscribed program selection and implementation. In Chapter 5 the findings of the various parts of the study are summarized and the conclusions of the earlier sections are related to each other. An appendix contains a description of the methodology used in the study. (KH)

ED 258 763 RC 015 332

Butterfield, Robin
Thoughts from the Shadow of a Flame. The Indian Reading Series: Stories and Legends of the Northwest. Teacher's Manual, Level V.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
NOTE- 100p.; For the student's books, see RC 015 333.
CONTRACT- 400-80-0105
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00131-4, $10.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; American Indian Education; American Indian History; *American Indian Literature; American Indians; Childrens Literature; Cultural Background; Elementary Education; *Language Arts; Language Experience Approach; *Learning Activities; Program Design; Program Implementation; Relevance (Education); *Supplementary Reading Materials; Teaching Guides; Tribes
IDENTIFIERS- Oral Tradition; *Pacific Northwest Indian Reading and Language Prog; *Pacific Northwest Tribes

This guide presents an overall plan for implementing Level V of the Indian Reading Series, which features stories and legends of Northwest tribes in a supplementary reading and language arts development program for elementary grade Indian and non-Indian children. Introductory sections present the rationale of the program's language experience approach, state program objectives, discuss the Indian oral tradition, and give an historical perspective of Indian culture in pre-contact, reservation, and modern periods. The majority of the manual consists of suggested teaching activities for the 26 stories in the 18 student reading booklets. The following information is provided for each story: (1) geographical area from which the story came; (2) the story type; (3) new or unfamiliar words; (4) story summary including clarification of the values stressed; (5) teacher-guided activities; and (6) list of student activity cards to be used as follow-up. The activities are designed to give students opportunities to practice reading, listening, speaking, and writing within a cultural context. They include discussing, role playing, pantomiming, reading aloud, retelling stories, and writing script and poetry. Community resource people are involved in many activities. Explanation is provided for using the program to supplement units in social studies and science. (JHZ)

ED 258 789 RC 015 371

Lick, Dale W.
Rural School Partnerships with Higher Education and the Private Sector.
Department of Education, Washington, DC.
PUB DATE- Aug 85
NOTE- 34p.; Paper presented at the National Rural Education Forum (Kansas City, MO, August 12-14, 1985). For related documents, see RC 015 364-372.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Change Strategies; *College School Cooperation; *Cooperative Programs; Educational Change; Educational Cooperation; Educational Development; Elementary Secondary Education; Higher Education; Program Descriptions; Program Design; *Rural Education; *School Business Relationship; *Small Schools
IDENTIFIERS- *Georgia Southern College; *Partnerships

With budget limitations, additional expectations and accountability requirements, changing enrollment trends, teacher shortages, need for new kinds of services, and other difficulties faced by rural communities, partnership arrangements with the private sector and higher education promise new avenues for rural education to meet future obligations. While activities vary depending on school and partner needs, interests, and resources, partnerships develop relationships fostering trust, enhancing communication, exchanging information, reducing stress, instilling a sense of participation, and presenting positive images to both school and community. Fundamental elements in partnership development are friendbuilding (through a cultivation cycle emphasizing identification, information, interest, involvement, and investment) awareness, mutual benefits, leadership, group dynamics, common goals, institutional mission, human parameters, initial financial support, communication, shared perceptions, documentation, guidance from outside agencies and organizations, and institutionalization of ongoing programs. Successful partnership activities include classes for students at business sites, summer youth job programs, career education, school staff internships with partners, executives-on-loan, and adopt-a-school programs. Ten partnership programs between Georgia Southern College and the region's schools include community education centers, vocational education workshops, cultural arts programs, and mini-model United Nations. (NEC)

ED 258 864 SO 016 521

Saving, Thomas R.
Inflation: Causes and Cures. Series on Public Issues No. 9.
REPORT NO.- ISBN-0-86599-019-0
PUB DATE- 84
NOTE- 27p.; For related documents, see SO 016 513-527.
AVAILABLE FROM- Public Issues, Center for Free Enterprise, Texas A&M University, College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Capitalism; Controversial Issues (Course Content); *Federal Government; *Government Role; Higher Education; *Inflation (Economics); Instructional Materials; *Monetary Systems; *Productivity; Public Policy; Secondary Education; Unemployment
IDENTIFIERS- Free Enterprise System

This booklet, one of a series intended to apply economic principles to major social and political issues of the day, focuses on the relationship between growth of the money supply, growth of productivity, and inflation. Provided first is a definition of inflation along with discussions of price indexes, the value of money, and the concept of money-velocity in relation to inflation. As causes of inflation, the energy crisis and monopolies are briefly examined and rejected. Equations are developed to consider what determines price level, what determines the rate of inflation, and how things like oil and regulation affect inflation, and the conclusion is reached that growth of the money supply beyond the growth of productivity is the root cause of inflation. The section dealing with the cure for inflation covers: (1) the relationship between money and unemployment; (2) the relationship between an increasing rate of inflation and the reduction of unemployment; and (3) some problems with the solution to inflation, (defined as a reduction in the money supply and possibly a return to money that is convertible into a commodity, such as gold). (IS)

ED 258 950 SP 026 289

Hellison, Donald R.
Goals and Strategies for Teaching Physical Education.
REPORT NO.- ISBN-0-931250-74-9
PUB DATE- 21 Jan 85
NOTE- 184p.
AVAILABLE FROM- Human Kinetics Publishers, Inc., Box 5076T, Champaign, IL 61820 ($10.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- Behavior Modification; Developmental Stages; Educational Objectives; Elementary Secondary Education; Individual Needs; *Learning Strategies; *Motivation Techniques; *Physical Education Teachers; *Student Motivation; *Teaching Methods

This book offers an alternative set of goals for physical education focusing on human needs and values rather than on fitness and sport skill development per se. The first chapter provides an overview of goals and strategies that respond to the trends in society that currently confront students. Descriptions are given of the developmental levels of children (irresponsibility, self-control, involvement, self-responsibility, social responsibility) and the needs of the individual at each stage. Chapter two describes effective teaching strategies: teacher talk, modeling, reinforcement, reflection time, and student sharing. Chapters three through six describe strategies for each developmental level. The final chapters discuss limitations to this model and offer closing reflections. (JD)

ED 258 966 SP 026 461

Thornton, Stephen J.
How Do Teachers' Intentions Influence What Teachers Actually Teach and What Students Experience?
PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Classroom Techniques; Cognitive Objectives; *Course Objectives; *Curriculum Design; Learning Strategies; Secondary Education; *Teacher Effectiveness; *Teacher Influence; Teaching Methods; *Teaching Styles
IDENTIFIERS- *Curriculum Consonance

This paper draws on a study of curriculum consonance (correspondence between teachers' goals, what ensues in the classroom, and what students learn) in three tenth-grade social studies classrooms. The three teachers had about the same number of years of teaching experience and educational attainment, and they were about the same age. The classrooms were observed for four weeks in each case, and descriptions and impressions of classroom life were recorded. Informal interviews were also held with the students. Three major places in the curriculum where consonance was jeopardized were identfied. In one case, consonance was lost within the intended curriculum--the aims held by two of the teachers were inconsistent with their specific curriculum plans. Consonance was also jeopardized in the translation of intentions into classroom events. A third source of dissonance in the three classrooms was conflict between the explicit and implicit curricula. These factors are analyzed and a discussion is presented on the implications of the findings for educational evaluation, teacher supervision, and curriculum decision making. (JD)

ED 259 041 UD 024 295

Walberg, Herbert J.; Hess, G. Alfred, Jr.
Chicagoans View Their Public Schools. A Public Opinion Survey.
SPONS. AGENCY- Chicago Panel on Public School Finances, IL.
PUB DATE- Jun 85
NOTE- 47p.; For executive summary, see UD 024 334.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Community Attitudes; Educational Change; Educational Quality; Elementary Secondary Education; High Schools; *Parent Attitudes; *Public Opinion; *Public Schools; Resource Allocation; *School Attitudes; Surveys
IDENTIFIERS- *Chicago Public Schools IL

This survey of public opinion about Chicago Public Schools charts responses in the following areas: (1) general evaluation of the public schools; (2) grading the staff; (3) the biggest problems facing Chicago schools; (4) a range of proposed reforms; and (5) finances. Characteristics of the respondents and public school parents also are plotted. Details of the technical methodology and a sample questionnaire are appended. The highlights of the survey are presented: (1) residents regarded Chicago schools as average and awarded them a 'C' grade, although parents of children in public schools rated the schools more highly; (2) lack of discipline, gangs, and inadequate funding were seen as the biggest problems facing Chicago schools; (3) more course requirements were favored; (4) 88 percent felt that high school students should pass a test before graduation; (5) respondents presented with a list of proposed reforms rated more help for slower students as highest priority; (6) the lengthening of the school day and school year was opposed; (7) respondents would require more of teachers; (8) a majority felt that Chicago schols needed more money; (9) if more money were available it was preferred that it be spent on supplies, repairs, and special programs; and (10) it was felt that principals should have more authority to run schools. A copy of the survey questionnaire is appended to the report. (RDN)

ED 259 055 UD 024 328

Black and White Children in America: Key Facts.

Children's Defense Fund, Washington, D.C.

REPORT NO.- ISBN-0-938008-39-0.
PUB DATE- 85
NOTE- 155p.
AVAILABLE FROM- Children's Defense Fund, 122 C Street, N.W., Washington, DC 20001 ($12.95 including postage and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Youth; *Child Welfare; Elementary Secondary Education; Enrollment; Family Status; Federal Aid; Federal Legislation; Health; *Poverty; *Racial Differences; Unemployment; Unwed Mothers; Whites

The comparative status of black and white children in America is described in this report, which is divided into two major parts. Part 1 contains an overview of key facts and trends which support the book's main point that the welfare of black children is currently declining, and a proposal for a legislative agenda for the Ninety-ninth Congress, the "Children's Survival Bill." Part 2 presents the detailed tables on which Part 1's conclusions rest--statistics related to children and family status, poverty, adolescent and unmarried pregnancy, unemployment, maternal employment and child care, health, education, and living conditions. An appendix includes additional tables and a glossary. (KH)

ED 258 805 SE 045 801

Bonar, Jeffrey; Soloway, Elliot
Pre-Programming Knowledge: A Major Source of Misconceptions in Novice Programmers.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.
PUB DATE- May 85
NOTE- 48p.
CONTRACT- N00014-83-6-0148; N00014-83-K-0655
GRANT- NSF-G-MCS-8302382
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Science Education; Computer Software; Educational Research; Higher Education; *Knowledge Level; *Models; *Programing
IDENTIFIERS- *Misconceptions; National Science Foundation

A process model to explain bugs produced by novices early in a programming course are presented. (The term "bug" refers to an error in a person's behavior, particularly an error in a computer program they have written.) The model is motivated by interviews of novice programmers solving simple programming problems. The key idea is that many programming bugs can can be explained as novices inappropriately using their knowledge of step-by-step procedural specifications in natural language. (The term "natural language" refers to the language in which step-by-step procedures are written.) Programming bugs are viewed as patches generated in response to an impasse reached by the novice while developing a program; such patching strategies are called bug generators. Several bug generators are used to describe how natural language pre-programming knowledge is used by novices to create patches. Other kinds of bug generators are also discussed. A representation both for novice natural language pre-programming knowledge and novice fragmentary programming knowledge is described. Using these representations and the bug generators, the model is evaluated by analyzing four interviews with novice programmers. (JN)

ED 258 835 SE 045 832

Berg, Cathy A.
Teacher's Guide: Educational Materials in Resource Recovery: Grades K-12. Second Edition.
Minnesota Pollution Control Agency, Roseville.
PUB DATE- Jun 84
NOTE- 31p.; Prepared by the Division of Solid and Hazardous Waste.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - General (130)
DESCRIPTORS- Audiovisual Aids; Childrens Literature; Elementary Secondary Education; *Energy Conservation; Energy Education; *Environmental Education; Instructional Materials; Natural Resources; *Recycling; *Resource Materials; Science Activities; Science Education; Solid Wastes; *Waste Disposal; *Wastes
IDENTIFIERS- Composting; Minnesota

This guide contains a bibliography of curricula (available from agencies, organizations, and through ERIC), audiovisual aids, children's books, and publications about resource recovery. Resource recovery is presented as a strategy to reduce air and water pollution, to conserve natural resources, and to save energy. These materials (suitable for students in grades K-12) are listed to help promote the goal of reducing dependence on waste disposal by reducing the amount of waste generated and by recovery of materials and energy from waste. Curricular areas in resource recovery range from industrial arts and home economics to educational guides for educable mentally handicapped students. Five basic tenets of resource recovery are presented, with a list of student activities for each. They are: (1) reduction; (2) reuse; (3) recycling; (4) conversion; and (5) disposal. It is suggested that greater participation, increased communication, and expanded community involvement could result from student use of the activities. (ML)

ED 258 879 SO 016 610

Chiodo, John J.
Teaching about Local Governments. How to Do It, Series 3, No. 2.
National Council for the Social Studies, Washington, D.C.
PUB DATE- Apr 84
NOTE- 9p.; For other issues in the "How to Do It" series, see SO 016 609-613.
AVAILABLE FROM- National Council for the Social Studies, 3501 Newark St., N.W., Washington, DC 20016 (1-9 copies, $2.00 each; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Citizenship Education; Class Activities; Community Involvement; Community Resources; Elementary Secondary Education; *Local Government; Material Development; Program Development; Resource Materials; School Community Relationship; Simulation; *Social Studies; Teaching Guides; *United States Government (Course)
IDENTIFIERS- Law Related Education

Background information and ideas to help K-12 social studies teachers teach about local government are provided in this guide. Activities that involve the study of local governments may be a means by which positive attitudes and skills for citizenship education can be developed. Such activities can give students first-hand experience with the workings of democratic government. The guide begins by discussing the various forms of local government, e.g., counties, townships, and city governments. Current educational practices regarding local government are discussed. Basic goals for the teaching of local government are listed, and how such a study can be integrated into the K-12 social studies curriculum is examined. Practical suggestions for classroom activities that focus on the study of local government are provided. Tips to help teachers involve community personnel and use local facilities are discussed. Some often asked questions about local government are answered, and steps for developing a local government simulation are presented. The guide concludes with an annotated list of materials that offer practical suggestions for resource material for classroom use. (RM)

ED 258 893 SO 016 637

Peters, Richard

Our Common Home: Earth. A Curriculum Strategy to Affect Student Skills Development and Exposure to Diverse Global Natural/Social Environments. Spatial Relationships.

Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.

PUB DATE- Aug 85
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; *Environmental Education; *Geography Instruction; *Global Approach; *Interdisciplinary Approach; Learning Activities; *Map Skills; Skill Development; *Spatial Ability; Units of Study

Designed to be infused with existing social studies courses and programs of instruction, this concept-based, skills-oriented curriculum for teachers of students in grades 5-12 provides opportunities for students to develop basic map skills enabling them to mentally develop spatial relationships between diverse global environments and/or culture groups. Following an introduction, the author emphasizes the importance of combining geographic education, ecological studies, and a sociological perspective in enhancing a student's global awareness. A series of charts showing concept to be taught, topic, essential student outcomes, performance indicators, and content are included, and these are accompanied by charts listing specific activities, print and nonprint materials, enrichment activities, and suggestions for evaluation. A rationale statement concludes the curriculum. (LH)

ED 258 935 SP 026 123

Fielding, Glen; Schalock, Del
The Development of a Teacher's Handbook and a Related Staff Development Program for Integrating Teaching and Testing in High School. Final Report.
Oregon State System of Higher Education, Monmouth. Teaching Research Div.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 85
NOTE- 77p.; For the resource guide, see SP 026 122; for the handbook, see ED 257 821.
CONTRACT- 400-82-0013
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Faculty Handbooks; Inservice Teacher Education; *Instructional Design; *Material Development; Secondary Education; *Secondary School Teachers; *Testing; *Test Use

This project had three major goals: (1) To develop a handbook for high school teachers that shows how instruction and testing can work together to foster student learning; (2) To pilot test this handbook in the context of a staff development program for high school teachers; and (3) To prepare training manuals that would allow the staff development program to be implemented in school districts that had not participated in its development or pilot testing. The handbook sets forth a goal-based approach to integrating teaching and testing which intends to reflect the contextual factors that influence teacher practices, e.g., student characteristics. The first section of this report presents an overview of the processes followed in developing the handbook, the issues faced in determining its design, and the distinctive characteristics of the final product. The second section describes the development and pilot-testing of a staff development program based on the handbook. In the final section, descriptions are offered of the content and organization of three manuals developed by the project: the "Resource Guide for Teachers," the "Planning Guide for Lead Teachers and Principals," and the "Program Guide for Superintendents." This section also contains a description of the refinement process and field trials that are planned for the manuals. Included in the appendixes are a review of the literature on integrating teaching and testing, and the questionnaire used to gather information about high school teachers' testing procedures. (JD)

ED 259 012 TM 850 381

Furtwengler, Carol B.
Evaluation Procedures in the Tennessee Career Ladder Plan.
PUB DATE- Mar 85
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Ladders; Competency Based Teacher Education; *Educational Change; Elementary Secondary Education; *Evaluation Methods; Peer Evaluation; State Departments of Education; State Legislation; *State Programs; Student Evaluation of Teacher Performance; Teacher Certification; *Teacher Evaluation; *Teacher Improvement
IDENTIFIERS- Comprehensive Educ Reform Act (Tennessee 1984); Tennessee; *Tennessee Career Ladder Program

The Comprehensive Education Reform Act of 1984 (CERA) provides the mandate and framework for the Tennessee Career Ladder Program for teachers and administrators. The development and structure of the Tennessee Career Ladder Plan for teachers, a five level program which provides for teacher certification based upon performance, is discussed in this report. The levels include probationary, apprentice, I, II, and III. The levels are explained, and qualifications for each are discussed. The CERA provides for local evaluation of teachers at the probationary and apprentice levels and Career Level I. State evaluation is mandated for Career Levels II and III using the Tennessee Career Ladder Evaluation System. Multiple data sources are used for the evaluation, including classroom observation, teacher developed portfolios, interviews, questionnaires, and written tests. The program is designed to attract, retain, and reward excellent teachers. A successful performance evaluation permits teachers to advance on the Career Ladder, which provides monetary incentives and professional growth opportunities. An outline of competencies and indicators with measurement statements is appended. (DWH)

ED 258 850 SO 016 304

Core Curriculum for Social Studies Education K-12.

Utah State Office of Education, Salt Lake City. Office of Curriculum and Instruction.

PUB DATE- 85
NOTE- 63p.; In: Core Curriculum (K-12) Standards, Section D, p67, 1985.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Core Curriculum; Curriculum Design; Economics Education; Educational Policy; Elementary Secondary Education; Geography Instruction; History Instruction; Psychology; *Social Studies; Sociology; *State Curriculum Guides; State Departments of Education; *State Standards
IDENTIFIERS- *Utah

The Utah social studies curriculum for grades K-12 is divided into three levels: K-6, 7-8, and 9-12. For K-6, mastery of core concepts is required; for grades 7-8, 1.5 units of United States History and Utah studies are required; and for grades 9-12, three units of world cultural geography, ancient world civilizations, European history, United States Studies, or American history are required. Core options include American government and law, economics, modern world civilizations, psychology, sociology, and world cultural geography II. Additional courses on consumer skills, American democratic governance, and introductory citizenship principles and practices are also included where mandated by local school boards. For grades K-6, standards and objectives are listed for each grade. For grades 7-12, each course is described separately, along with its standards and objectives. (IS)

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Japan, Three Chinas, United States and Juvenile Delinquency: 5 Nations, 1 Problem. As Seen by Two Members of the Juvenile Justice Delegation to Asia of People to People International Ambassador Program, Oct. 27-Nov. 17, 1984. Report to the Criminal Justice Committee of the League of Women Voters of New York City.
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Addelston, Lorraine W.
Japan, Three Chinas, United States and Juvenile Delinquency: 5 Nations, 1 Problem. As Seen by Two Members of the Juvenile Justice Delegation to Asia of People to People International Ambassador Program, Oct. 27-Nov. 17, 1984. Report to the Criminal Justice Committee of the League of Women Voters of New York City.
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